

AMERICAN ASSOCIATION  
UNIVERSITY PROFESSORS

# Bulletin

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Volume 36

SPRING 1950

Number 1

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*Publication Office:* 20th and Northampton Streets, Easton, Pa. *Editorial Office:* 1101 Connecticut Avenue, N. W., Washington 6, D. C. Issued quarterly: Spring (March), Summer (June), Autumn (September), and Winter (December). Subscription price (due and payable in advance) is \$3.00 a year, postage free. Foreign subscriptions including Canada are \$3.50 a year. Entered as second-class matter April 24, 1922, at Easton, Pa., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on September 13, 1918.

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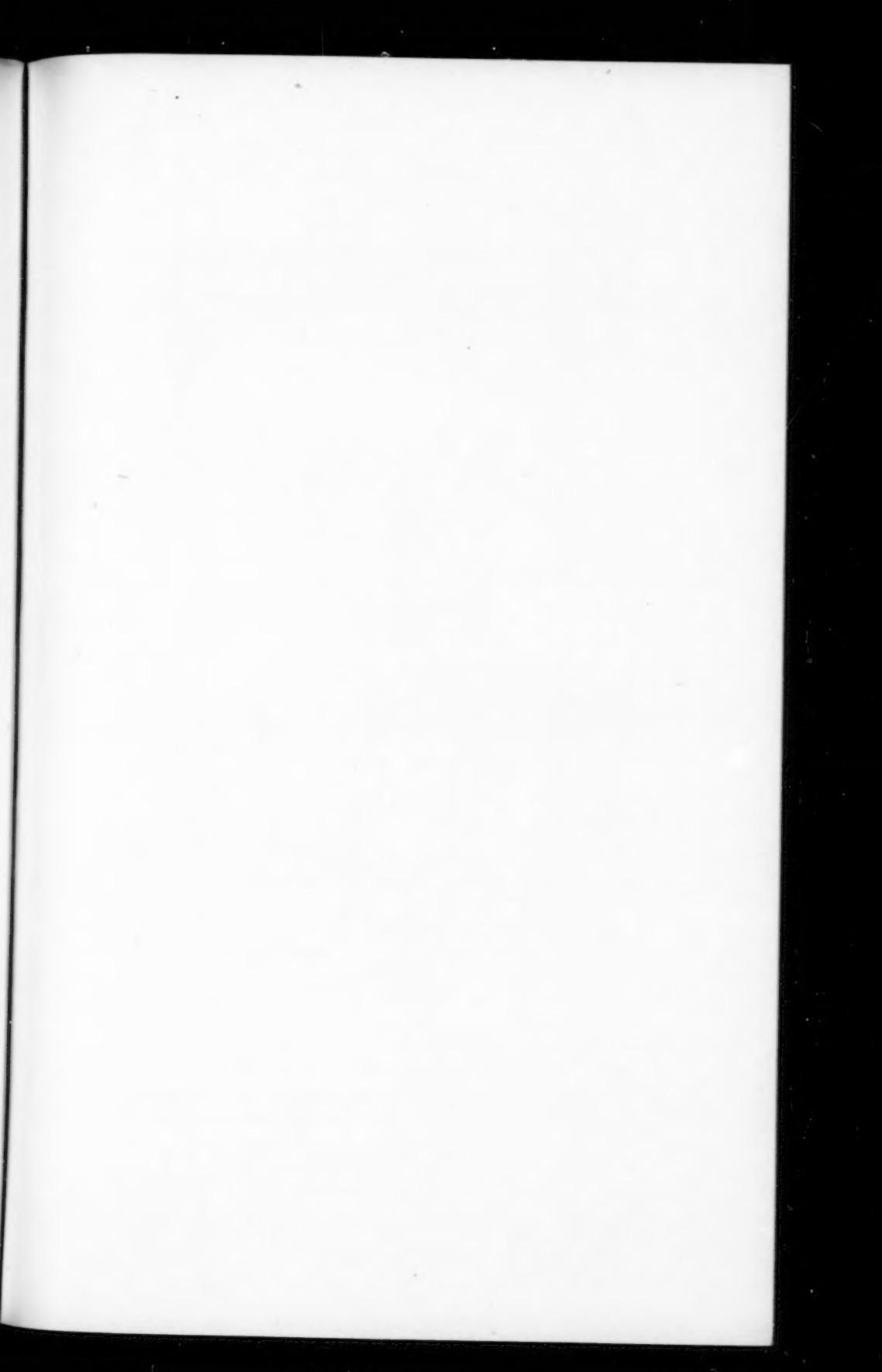
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RICHARD H. SHRYOCK  
The Johns Hopkins University  
President of the Association, 1950 and 1951

## THE ASSOCIATION'S NEW OFFICERS

### A Letter to the Membership

Dear Colleagues:

This letter is to introduce the recently elected officers of the American Association of University Professors: Richard H. Shryock, Director of the Institute of Medical History, The Johns Hopkins University, *President*; Ralph H. Fuchs, Professor of Law, Indiana University, *First Vice-President*; and Helen C. White, Professor of English, University of Wisconsin, *Second Vice-President*.

Brief biographical sketches presenting pertinent professional data concerning Professors Shryock, Fuchs, and White were published in the Autumn, 1949 issue of the Association's *Bulletin* in connection with their nominations. Detailed statements concerning their careers may be found in the current edition of *Who's Who in America*. All of these new officers are members of the Association of long standing; all are conversant with and devoted to the ideals and principles of the Association; all are able members of the profession and distinguished in their respective disciplines of history, law, and English.

The caliber and the ideals of the men and women who hold office in the Association are of the utmost importance to the welfare of the Association. This is true if for no other reason than that the officers of the Association typify in the eyes of the profession and of the public the quality and the ideals of the Association. This is particularly true of those who hold the Association's presidency, and those who have held this office have typified the professional qualities which, pursuant to its ideals, the Association seeks to develop. In this significant position the Association has been served by a succession of able members of the profession, each of whom has contributed to its development. The names of these former Presidents, listed in the order of their service, are:<sup>1</sup> John

<sup>1</sup> The institutional connections listed are as of the time of election to office.

Dewey (Philosophy), Columbia University; John H. Wigmore (Law), Northwestern University; Frank Thilly (Philosophy), Cornell University; J. M. Coulter (Botany), University of Chicago; Arthur O. Lovejoy (Philosophy), The Johns Hopkins University; Edward Capps (Classics), Princeton University; Vernon L. Kellogg (Zoology), Stanford University; E. R. A. Seligman (Political Science), Columbia University; J. V. Denney (English), Ohio State University; A. O. Leuschner (Astronomy), University of California; W. T. Semple (Classics), University of Cincinnati; Henry Crew (Physics), Northwestern University; William B. Munro (Government), Harvard University; Walter Wheeler Cook (Law), The Johns Hopkins University; Samuel A. Mitchell (Astronomy), University of Virginia; Anton J. Carlson (Physiology), University of Chicago; Mark H. Ingraham (Mathematics), University of Wisconsin; Frederick S. Deibler (Economics), Northwestern University; W. T. Laprade (History), Duke University; Quincy Wright (International Law), University of Chicago; Edward C. Kirkland (History), Bowdoin College; and Ralph H. Lutz (History), Stanford University.

It is appropriate in this connection to speak in special reference to the Association's most recent former President, Ralph H. Lutz. Professor Lutz has had a distinguished academic career as a teacher and administrator. Both as teacher and as administrator, he has long been interested and active in the work of the Association. Prior to his election to the presidency of the Association, he served the Association as a member of several of its committees and of its Council. His service to the Association in these several rôles was characterized by conscientiousness, insight, and wisdom. The fact that he is now a former President does not mean that the Association is to be deprived of his services in an official capacity. Pursuant to a wise provision of the Association's Constitution, he will continue as a member of the Association's Council for the next six years, and he has consented to continue to serve as an Active member of the Association's Committee A on Academic Freedom and Tenure.

Professor Shryock's election to the Association's presidency continues the succession of able members of the profession in this significant office. For this office Professor Shryock is well quali-

fied in scholarship and in experience in teaching, research, and administration and in the work of the Association. He has been president of Association Chapters in two universities, is a former member of the Association's Council, and has served on three of the Association's national committees. Among his qualifications one of particularly great value in the work of the Association is an understanding of the limitations of the Association inherent in its nature, *viz.*, an organization in which membership is wholly voluntary and not a professional requirement; an organization which is neither endowed nor subsidized; and an organization which, in seeking to achieve recognition of its principles, perforce operates entirely in the realm of persuasion and appeal to reason.

In the nature of the case, the Association cannot come to grips with all of the situations in our institutions of higher education in which professional principles are not observed; and there are many such situations. Nor can the Association deal as effectively with the situations it is able to consider as the facts of these situations frequently warrant, certainly not as effectively as all the members of the Association would wish, with the result that the Association is frequently charged with being ineffective. While this charge is understandable and in one sense is true, it is not true if what the Association has accomplished despite its limitations is taken into consideration. Because of the limitations of the Association, those who are responsible for its work must have or must develop perspective to enable them to take the long-range view concerning what the Association can accomplish. Operating in the light of the long-range view always calls for patience and restraint of a high order, and patience and restraint always stem from perspective. Professor Shryock has perspective.

It is important also that those responsible for the work of the Association be aware of its strength, which also inheres in its nature, in its ideals and principles, in its voluntary membership which is conducive to solidarity and *esprit de corps*, and in its economic independence which is conducive to freedom of thought and action. The strength of the Association, however, in the sense of its influence in achieving recognition of its principles in our institutions of higher education, depends in the last analysis on the degree and the extent of the understanding and the support of these

ideals and principles by the profession. As these ideals and principles are increasingly understood and supported by the profession—and the increasing membership of the Association would seem to indicate that they are being increasingly understood and supported by the profession—the Association gains in influence and becomes a more effective organization “in being,” which in turn makes it a more effective organization “in action.” An understanding of the source of this potential strength of the Association makes clear the need for continuous “education” of the profession concerning its ideals and principles and the need for officers of the Association who have the insight and the ability to “teach” the profession. Professor Shryock’s career indicates that he possesses these qualifications for the Association’s presidency.

In previous communications introducing new officers I have commented on the regrettable fact that the officers of the Association have so few opportunities to meet and to become acquainted with the membership, and I have pointed out the factors that limit the possibility of their doing so. First, there is the factor of time. The officers of the Association, like all other members of the Association, are busy practitioners of their profession, with classes to teach, examinations to conduct, committee meetings to participate in, and other obligations to meet, both professional and civic. In this connection I pointed out that the work schedules of the officers of the Association, like those of all other teachers, are inflexible. Second, there is the factor of distance in the continental distribution of the Association’s membership which makes it very difficult for the officers to become acquainted with the membership. Finally, there is the factor of expense of travel. Even if the officers of the Association had the time to visit Chapters extensively, the Association cannot at present finance the travel that would be necessary to enable them to become acquainted with any considerable portion of the membership. It was to the end that members of the Association who are not personally acquainted with the Association’s officers might have some feeling of acquaintanceship with at least one of them, that there was begun in 1942 the policy of publishing in the Association’s *Bulletin* a photograph of the incoming President. A recent photograph of Professor Shryock accompanies this letter of introduction.

The Association is to be congratulated on its new officers. That it can command the interest and the services of men and women of the caliber of Professors Shryock, Fuchs, and White evidences the significance and the vitality of the Association. Their election to their present significant positions in the Association and their acceptance of the responsibilities of these positions bode well for the future of the Association. It is a pleasure to introduce them to the membership.

Very sincerely yours,

RALPH E. HIMSTEAD, *General Secretary*

## THIRTY-SIXTH ANNUAL MEETING

Cleveland, Ohio—March 25-26, 1950

The Thirty-sixth Annual Meeting of the American Association of University Professors was held in Cleveland, Ohio, at the Hotel Cleveland, on Saturday and Sunday, March 25-26, 1950. Upwards of 300 members and guests, representative of the faculties of 125 colleges and universities, were in attendance. This attendance was larger and more representative of the Association and of the profession than that of any previous Annual Meeting of the Association.

The meeting was preceded on Friday, March 24, by sessions of the Council of the Association and of the Association's Committees on Academic Freedom and Tenure and on the Economic Status of the Profession, and was followed by a session of the Council on Monday, March 27.

The program of the meeting, like those of previous Annual Meetings, consisted of addresses, reports, and symposia, followed by open forum discussion. In the program this year subjects relating to the principles of freedom, both constitutional and academic, were given emphasis.

Professor Ralph H. Lutz, President of the Association, presided at all of the sessions except the Annual Dinner, at which he gave his retiring presidential address.

The address by Professor Lutz, entitled "The History of the Concept of Freedom," and the Annual Report for Committee A on Academic Freedom and Tenure, presented by Professor William T. Laprade, Chairman of the Committee, are published in this issue of the Association's *Bulletin*.

**PROGRAM***Saturday, March 25, 1950*

9:00-10:00 A. M.—Registration of members and guests.

**10:00 A. M.—FIRST SESSION**

Address of Welcome, Cyrus S. Eaton, Industrialist and Banker; Member, Board of Trustees, Case Institute of Technology, Cleveland Museum of Natural History, Denison University, and the University of Chicago.

"The Proposal to Establish National Scholarships and Fellowships and to Provide for Loans for Students in Institutions of Higher Education," Buell G. Gallagher, Special Consultant to the United States Commissioner of Education.

Questions and discussion.

**2:00 P. M.—SECOND SESSION**

Address, "Loyalty Tests and Freedom in Government and Education," Francis Biddle, former United States Attorney General.

Panel Presentation: Chairman, George Pope Shannon, Associate Secretary of the American Association of University Professors.

Loyalty Tests for Students—Special Reference to National Scholarships and Fellowships, Bentley Glass, Associate Professor of Biology, The Johns Hopkins University.

Loyalty Oaths—Special Reference to Teachers, Ralph Fuchs, Professor of Law, Indiana University.

Questions and discussion.

**7:00 P. M.—ANNUAL DINNER**

Toastmaster: Quincy Wright, Professor of International Law, University of Chicago.

Address, "The Challenge of Longevity," Dr. Edward J. Stieglitz, Specialist in Geriatrics.

Address, "The History of Freedom," Ralph H. Lutz, Professor of History, Stanford University.

*Sunday, March 26, 1950***9:30 A. M.—THIRD SESSION**

"Is the Association Fulfilling Its Purpose 'to maintain and advance the ideals and standards of the profession'?" Ralph E. Himstead, General Secretary of the American Association of University Professors.

Report of Committee A on Academic Freedom and Tenure for 1949, William T. Laprade, Professor of History, Duke University; Chairman of the Committee.

Recommendations of Committee A and of the Council of the Asso-

ciation Concerning Censured Administrations, Ralph E. Himestead, General Secretary.

2:00 P. M.—FOURTH SESSION

"The Qualifications and Preparation of College Teachers—A Responsibility of the Profession," Fernandus Payne, Professor of Zoology and former Dean of the Graduate School, Indiana University.

"The Role and Functions of Chapters in the Work of the Association," Francis J. Tschan, Emeritus Professor of History, The Pennsylvania State College; Chairman, Committee E on Organization and Conduct of Chapters.

Questions and discussion.

Action on Proposed Constitutional Amendment.

Report of Committee on Resolutions.

Report of the Results in the Annual Election.

The courtesy and efficiency of the local reception committee and of the staff of the Hotel Cleveland contributed greatly to the success of the meeting and to the pleasure of those in attendance. The members of the local reception committee were: Dorothy C. Hockey (English), Western Reserve University, *Chairman*; Melvin J. Astle (Chemistry), Case Institute of Technology; George Bigelow (Economics), John Carroll University; Robert T. Cassaboom (Biology), Baldwin-Wallace College; E. Philip Earl (Physics), Fenn College; C. Elmer Gehlke (Sociology), Western Reserve University; and Rolland E. Wolfe (Biblical Literature), Western Reserve University.

### Resolutions

During recent years the Council of the Association has given prolonged consideration to subjects relating to the principles of freedom and tenure, in special reference to loyalty oaths and loyalty tests for teachers and the rationale of guilt. During these years the Council has also given careful consideration to other subjects regarded as of the concern of the academic profession; *viz.*, Social Security, the educational and cultural rehabilitation of war-devastated countries, political interference in educational administration, and national scholarships and fellowships.

In preparation for the Thirty-sixth Annual Meeting these and

related subjects were referred to the Committee on Resolutions for the Annual Meeting for further consideration, with a view to the formulation of statements for consideration by the Annual Meeting. At the session of the Council preceding the Annual Meeting the Committee on Resolutions submitted tentative statements on subjects relating to freedom. Following full discussion of these tentative statements a consensus was reached on their substance, and the Committee was requested to prepare statements for submission to the Annual Meeting. At this meeting the Council also expressed reaffirmation of its previous endorsements of other statements that had been submitted to and adopted by the Annual Meeting in recent years and instructed the Committee to prepare appropriate statements for Annual Meeting action.

The members of the Committee on Resolutions for the Annual Meeting were: Ralph F. Fuchs (Law), Indiana University, *Chairman*; Robert Lowry Calhoun (Theology), Yale University; Earl Cranston (Religion, History), University of Southern California; Bentley Glass (Biology), The Johns Hopkins University; John A. Kinneman (Sociology), Illinois State Normal University; and W. Albert Noyes, Jr. (Chemistry), University of Rochester.

The report of the Committee was submitted to the Annual Meeting at its last session on March 26. Since addresses and reports that had previously been given to the meeting were concerned with the principles of freedom, and since these addresses and reports had been followed by full discussion, the debate on the resolutions presented by the Committee was not extensive. Each of the resolutions presented was adopted without dissenting votes. The texts of these resolutions follow:

#### *Loyalty Oaths and Loyalty Tests for Teachers*

Our democracy is founded upon the principles of freedom of thought, speech, and conscience, and any invasions of these civil liberties not necessitated by direct governmental responsibilities of the persons involved or by their access to secret information vital to national security threatens to bring about those very totalitarian restrictions which we are most concerned to avoid. We recognize that safeguards against espionage by such persons must be maintained; but to subject the members of the teaching profession to tests and prescriptions of loyalty beyond those which bind other

citizens is a particularly grave blow to the intellectual freedom and moral integrity that are the greatest heritage of our educational system.

Be it therefore *Resolved*, By this the Thirty-sixth Annual Meeting of the American Association of University Professors, that:

1. We are opposed to the requirement, by any authority, political or academic, that teachers, students, or research fellows, except those who have direct governmental responsibilities or access to officially secret (classified or restricted) information, shall take special loyalty oaths or shall disclaim membership in organizations listed as subversive.

2. We express our disapproval of singling out for special investigation the personal convictions or the political beliefs and connections of teachers or students who do not have access to officially secret information.

Such practices are ineffective to identify dangerous individuals, who may not hesitate to comply falsely; and the imposition of such requirements, or resort to such investigations, casts unjustified suspicion upon the teaching profession. Their true gravity lies, however, in their tendency to sap the strength of American education, American thought, and American institutions by requiring conformity to official orthodoxy of opinion and conduct.

#### *Loyalty Tests for Persons Considered for National Science Foundation Scholarships and Fellowships*

We believe that a sound national program of education and research in basic science will be in the national interest and in the interest of humanity only if the best minds can be attracted to it, and we believe that freedom of thought and action is inherent in the American tradition. We recognize also that the establishment of a National Science Foundation should aid in training scientists and in prosecuting research in areas of science not connected with problems which must be classified as secret for reasons of national security.

Be it therefore *Resolved*, By this the Thirty-sixth Annual Meeting of the American Association of University Professors, that:

1. We urge the Congress of the United States not to include in any bill designed to establish a National Science Foundation any mandatory general requirement for investigation into the personal life and opinions of those who may receive grants or benefits from such a Foundation except that the Foundation should assure itself, by all proper means, of the loyalty of those persons who may be required by their duties to have access to information the revelation of which to unauthorized persons would be harmful to national security.

2. We express our disapproval of any proposal for the establishment of a National Science Foundation under conditions that will require the Federal Bureau of Investigation to investigate all persons who might receive scholarships and fellowships and we urge the President of the United States to withhold approval of such legislation should it be enacted by the Congress.

#### *The Rationale of Guilt*

The principles of academic freedom and tenure long maintained by the American Association of University Professors and other organizations have consistently been interpreted and applied according to the conception that guilt of misconduct warranting dismissal from a college or university teaching position must be personal and may not be established according to the formula of guilt by association. Continued adherence to this interpretation is essential to the maintenance of free thought and instruction and of educational opportunity in a democratic society.

Be it therefore *Resolved*, By this the Thirty-sixth Annual Meeting of the American Association of University Professors, that:

We affirm our belief in the principles of academic freedom and tenure as previously applied, and oppose the substitution of any doctrine whereby membership of a college or university teacher in any lawful political party or other organization could become in itself a proper ground of dismissal from his post.

#### *Social Security*

Be it *Resolved*, By this the Thirty-sixth Annual Meeting of the American Association of University Professors, that, concurring in the resolution of the Thirty-fifth Annual Meeting, we urge the extension of the full old-age and unemployment provisions of the Federal Social Security Act to the staffs of all private, nonprofit educational, religious, and charitable institutions and, subject to agreements between the Federal Government and state and local authorities, to the staffs of similar public institutions, in such manner as to supplement and encourage retirement systems already in existence.

#### *National Scholarships and Fellowships*

Be it *Resolved*, By this the Thirty-sixth Annual Meeting of the American Association of University Professors, that, concurring in the action of the Thirty-fifth Annual Meeting, we urge legislation by the United States Congress to establish a program of grants-in-aid, in the form of undergraduate scholarships and graduate fellowships, to be awarded to individual students selected on the basis of ability and need and to be used by the recipients for attendance at

such accredited institutions of higher education as they shall elect to enter and to which they can obtain admittance regardless of location or type of control.

*Educational and Cultural Rehabilitation of War-Devastated Countries*

*Be it Resolved*, By this the Thirty-sixth Annual Meeting of the American Association of University Professors, that we urge the members and Chapters of the Association to participate generously and with consciousness of its full significance in the CARE program to aid in the educational and cultural reconstruction of war-devastated countries, with particular emphasis upon the work of the United States Book Exchange.

*In Appreciation*

The Thirty-sixth Annual Meeting of the American Association of University Professors expresses sincere appreciation to its friends in the City of Cleveland for their abundant hospitality. They have united to bestow maximum comfort and enjoyment upon their guests. Their welcome has created a lasting glow of cordiality between visitors and hosts. We extend our heartfelt thanks to the Reception Committee from five local institutions whose efforts have enhanced our pleasure and speeded our business; to Mr. Cyrus S. Eaton for his stimulating address expressing significant thought as well as greeting; to the Hotel Cleveland and its personnel, who have rendered excellent service in ideal surroundings; and, finally, to the authorities of the City itself in which we are met.

**Association Business**

*Censured Administrations*

The General Secretary of the Association presented recommendations of Committee A on Academic Freedom and Tenure and of the Council of the Association that the Administration of Evansville College be placed on the Association's list of Censured Administrations. In support of these recommendations the General Secretary presented data concerning conditions of academic freedom and tenure at Evansville College and the views and actions of the Administration of the College in reference to these principles. Following a discussion of these data it was *voted* without dis-

sent that the Administration of Evansville College be placed on the Association's list of Censured Administrations.

#### *Constitutional Amendment*

The Annual Meeting adopted the proposed amendment to Article VII of the Association's Constitution, which was published in the Winter, 1949 *Bulletin*. This amendment substitutes a new Section 1, empowering the Association's Council to determine the annual dues of the Association and to regulate the payment of dues, for Sections 1, 2, and 3 which fixed the amount of the annual dues and regulated their payment. This amendment also renumbered Sections 4 and 5 as Sections 2 and 3. The Constitution is published on pp. 118-127 of this issue of the *Bulletin*.

#### *The Annual Election*

The results in the Annual Election of the Association, which had been conducted by individual mail ballot as an extension of the Annual Meeting, were presented by the General Secretary as follows: President, Richard H. Shryock (History), The Johns Hopkins University; First Vice-President, Ralph F. Fuchs (Law), Indiana University; Second Vice-President, Helen C. White (English), University of Wisconsin; Members of the Council: W. E. Alley (Economics), Drake University; W. Edward Brown (Greek and Ancient History), Lafayette College; Marjorie Dilley (Political Science), Connecticut College; James W. Fesler (Political Science), University of North Carolina; J. Fagg Foster (Economics), University of Denver; Royal M. Frye (Physics), Boston University; Warren C. Middleton (Psychology), DePauw University; Eva Matthews Sanford (European History), Sweet Briar College; Warren Taylor (English), Oberlin College; Lloyd B. Williams (Mathematics), Reed College.

The meeting adjourned at 6:00 P. M. on March 26, 1950.

RALPH E. HIMSTEAD, *General Secretary*

## THE HISTORY OF THE CONCEPT OF FREEDOM<sup>1</sup>

By RALPH H. LUTZ

Stanford University

The first half of this century has witnessed the greatest challenges to individual freedom since the beginning of this concept two thousand years ago. First, international warfare, the historic enemy of freedom, has ceased to be waged by national armies alone and now, as total war, engulfs entire nationalities. Second, there has been a serious challenge to democracies and systems of free enterprise. Third, there has been for the first time in the western world a widespread challenge to the historic concept of freedom. The red, brown, and black totalitarianisms of this century have thundered against the allegedly worn-out concepts of freedom and offered to hundreds of millions of our contemporaries a new revelation.

This paper will re-examine the concept of freedom and its development from the days of the Greek city state to the Twentieth Century socialized state, will note some of the ups and downs of freedom, and will conclude with a discussion of the freedom of the scholar in special reference to this age of action and counter-action.

### II

The present world-wide discussion of freedom illustrates the inherent difficulty of establishing a universal definition of the concept of freedom and makes clear the validity of the historic maxim that eternal vigilance is the price of liberty. Harold Laski had this thought in mind when he wrote in 1930 "... it becomes necessary in each age to restate the case for freedom if it is to be main-

<sup>1</sup> Address of the retiring President of the American Association of University Professors, presented on March 25, 1950 at the Thirty-sixth Annual Meeting of the Association in Cleveland, Ohio, March 25 and 26, 1950.

tained." This discussion makes clear also that if we are to achieve and maintain freedom, there must be toleration and respect for the rights of human reason.

The first clear statement of social tolerance as a norm of human culture is the famous speech of Pericles as quoted by the historian Thucydides. In this oration is found the conception of organized society recognizing freedom of behavior for its individual citizens. Plato, a few years later, asserted that every individual member of the Grecian society should have freedom of contemplation and freedom for the communication of contemplative experience. Socrates and Plato not only laid the philosophic bases for freedom but proclaimed to man that he held in his own hands the power to shape his own destiny.

Actually, the dawn of social conscience occurred long before the golden age of Greece. Breasted places it about four thousand years ago. The myth of Prometheus, bringing down fire to man, illustrates the antiquity of the belief of practicability of purpose in primitive society. The fire of Prometheus gave man a new freedom of action. Not only the Greeks but many ancient peoples passed through a state of materialistic mechanism and amoral conduct before their intellectual leaders stated clearly the fundamental bases of cultural life. "Since the days of Pythagoras," wrote Arthur H. Compton, "it has been recognized that a world of law implies a life of self-discipline if that life is to reach its highest development." While the original ideal of freedom in ancient Greece included the protection of the group from attack and the ambition of the group to develop itself as completely as was humanly possible, the concept of individual freedom was the creation of the Stoics, who defined the self-realization of the individual as the principal objective of human endeavor. Moreover, the Stoics gave to posterity the ideas of the inherent justice of the universe and of rational man's ability to comprehend the great order of nature, and thus through his reasoning power to conform his conduct to it. The Stoic doctrine of natural law had a profound influence on the Roman jurisprudence, as Cicero's *De Legibus* clearly reveals.

It was not a Stoic, but Protagoras, friend of Pericles and Euripides and first of the Sophists, who wrote the immortal line, "Man

is the measure of all things—of things that are, that they are, of things that are not, that they are not."

Christianity added to the Greek concept of human freedom and the Roman political philosophy the idea of the dignity of the human personality in the brotherhood of mankind. In the twentieth century Socialist and Communist publicists have even sought to compare the early Christians, from the persecutions of Nero to the persecutions of Trajan, with the Communists in contemporary America, while avoiding any serious discussion of the spiritual, ethical, and moral problems involved in any such comparison.

During the long period from the kings of the Franks and Germans to the last kings of medieval England, there existed a sort of contractual character in their states, based upon the ancient Germanic dualism between the prince and the freeman. The great political scientist, Georg Jellinik, used to assert in his seminar at Heidelberg that this contractual character of the state was "the peculiar feature of the political ideas of the Germanic peoples which in the West superimposed themselves upon the monistic Roman conception of the state." The best case study of this character of the medieval state is *Magna Charta*, 1215. Is the great charter really the cornerstone of Anglo-Saxon freedom, or is it a reactionary feudal document which arrogant Norman barons, jealous of their selfish liberties, forced the pusillanimous King John to sign at Runnymede? Whatever may have been the original character of the Charter, let us not forget that when it was reissued in 1225 it conceded these very selfish liberties "to people and to populace alike." Among these liberties "due process of law," for example, despite its vagueness in the Charter, has served down the centuries as a last defense of freedom of thought. Four hundred and sixty-three years after *Magna Charta* the English dethroned King James II in a revolution which Locke justified in his second treatise on civil government, and in so doing laid "the ideological groundwork for our American Revolution." In this single book are the concepts of natural rights, constitutional liberty, and liberty versus government.

Twenty-one years before Locke, the philosopher Spinoza had published *Tractatus Theologico-politicus*, which was condemned by the Protestant authorities in Holland, placed on the Catholic

Index in Rome, and interdicted by the States General of Holland. Spinoza believed that the bases of government and institutions are consent and participation, and that jurisprudence is the instrument for guaranteeing these bases. He dared in 1670 to write:

The ultimate aim of government is not to rule nor to restrain by fear nor to exact obedience, but contrariwise to free every man from fear, that he may live in all possible security; in other words, to strengthen his natural right to exist and to work without injury to himself or others. . . . In fact, the true aim of government is liberty.

### III

Americans are only too often indifferent to the genetic approach to the problems of their contemporary freedom and, what is worse, actually underestimate the power of the ideals of our democratic creed as expressed in the Declaration of Independence and the first ten amendments of the Constitution. The overwhelming majority of Americans, however, believe in the power of such ideals as faith in high moral value, faith in our destiny, optimism, enterprise, and a sense of fair play. The Declaration of Independence proclaims that the end of political society is the preservation of the natural and imprescriptible rights of men. These rights are liberty, property security, and resistance to oppression.

One month before the Declaration of Independence was adopted at Philadelphia, the first American constitutional convention at Williamsburg passed a bill of rights based upon the concepts of our own colonial statesmen and the Eighteenth Century political philosophers of England and France. This bill of rights became the archetype of all enactments concerning limitations upon government. Lafayette carried these ideas back to France after the American Revolution and embodied them in the Declaration of the Rights of Man and of the Citizen which was adopted by the National Constituent Assembly in 1789. The eleventh article of this Declaration reads:

The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may accordingly speak, write and print with freedom.

This declaration of rights was denounced by every monarchical state in the old world since, as Jefferson pointed out, monarchical Europe believed firmly that men cannot be restrained within the limits of order and justice except by physical and moral forces wielded by authorities independent of their will. Yet 163 years after the American Revolution 46 other nations had adopted the freedoms of the American Constitution. The Turkish Constitution of 1924 declared that the natural rights of Turks include inviolability of person, and liberty of conscience, of thought, speech, publication, travel. Article 125 of the latest Soviet Constitution guarantees citizens freedom of speech, of the press, of assemblies and meetings, and of street processions and demonstrations, illustrating that even a totalitarian régime pays lip service to the principles of 1776 and 1789.

It should, in passing, not escape our attention that the constitution of the Fourth French Republic, adopted after the overthrow of the Vichy régime, solemnly reaffirmed the freedoms of man and of the citizen consecrated by the declaration of the rights of 1789, and added a number of Twentieth Century political, economic, and social principles.

The very cornerstone of our own civil liberties is freedom of the press, which since the days of Blackstone and Coke has been deemed "essential to the nature of a free state." Virginia declared in 1776 that freedom of the press was "one of the great bulwarks of liberty and can never be restrained but by despotic governments." The Constitution confirmed this. Nevertheless, the Sedition Act of 1799 and its companion statute, the Alien Law, demonstrated that "it could happen here" when Congressman Matthew Lyon of Vermont was fined and imprisoned for publishing a letter in the *Vermont Gazette* criticizing the President of the United States. "Sedition Then and Now" might well be the title of a study of the ups and downs of printing with freedom. In this connection E. P. Cheyney wrote, "There are in our community powerful economic and social and ecclesiastical and even political forces that may wish to be able, if their position is endangered, to place limitation on criticism of their present position." May I add that any reversion to absolutism west of the iron curtain under its con-

temporary titles of totalitarianism and collectivism would mark the end of freedom of the press.

#### IV

John Dewey has stated that freedom is the most practical of all moral questions, since we need freedom in and among actual events, not apart from them. True, the philosophers have examined the problem of a metaphysical freedom of the will. Two of the world's greatest rational minds, Plato and Hegel, were opposed to democracy as a government and as a way of life. The philosopher Kant demonstrated that obedience to the moral law is freedom, and Hegel took, from Kant's identification of freedom with mind, the idea of an organic development of freedom in human society toward progressively higher and more spiritual forms. "Tolstoy, for example," wrote Dewey, "expressed the idea of Spinoza and Hegel when he said that the ox is a slave as long as he refuses to recognize the yoke and chafes under it, while if he identifies himself with its necessity and draws willingly instead of rebelliously, he is free." It is true that the romantic philosophers led by Hegel identified freedom with natural law, while Spinoza identified it with necessity. Marx, who developed the doctrine of economic determinism, maintained that the historic inevitability of evolution would establish economic freedom in a one-class state. The first practical attempt to achieve Marxian economic freedom has resulted nevertheless in a diminution of cultural freedom, a failure, to date, to achieve political freedom, and finally in the establishment of a vaster despotism than man has hitherto encountered. Freedom, in my considered opinion, is now engaged in a world-wide struggle with a tyrannical collectivism, and freedom may not win.

Again I quote John Dewey: "The problem of freedom and of democratic institutions is tied up with the question of what kind of culture exists—with the necessity of free culture for free political institutions." The pages of history are filled with the long and bitter conflict between humanity and brute force, between freedom and arbitrary power. Every man who has joined in the effort of his people or group to determine its historic destiny has, from the moment of participation, been free. Man for centuries has fought

in the name of freedom for power to carry out the plans of his people, or to vary plans previously established, or for self-determination for his group in the historic events of his age. "Democracy," said Justice Brandeis, "rests upon two pillars: one the principle that all men are equally entitled to life, liberty, and the pursuit of happiness, and the other the conviction that such equal opportunity will most advance civilization." Democracy in the modern world has also preserved the classical ideal of political freedom, the Stoic concept of individual freedom, and the Christian idea of freedom in a religious universalism. Monsignor Ryan stated that in his opinion all the important postulates of freedom are freedom of the will, the dignity of personality, the equality of all persons, and brotherly love.

We are all agreed that liberalism flourished in the Nineteenth Century and that it is now in eclipse; that democracy, which throughout the last century developed because of political and economic progress, is now waning in many areas because of political and economic retrogression. Freedom is, at this mid-century mark, in deadly peril, and its arch enemy, I repeat, is totalitarianism. Freedom in the Twentieth Century has been denounced as the father of economic monopoly, intellectual confusion, and political, moral, and spiritual materialism. "Until the maturity of capitalism in the Nineteenth Century," asserts Harold Laski, "the movements for national liberty proceeded along similar lines with those of individual liberty." Yet John Stuart Mill stated, "It is in general a necessary condition of free institutions that the boundaries of governments should coincide in the main with those of nationalities." Granted that there are many different definitions of "freedom," such as freedom from want, freedom of labor against economic oppression, freedom of economic enterprise from governmental control, not to mention the many others previously mentioned, there are in my judgment certain constant value patterns for freedom which have withstood the tests of two thousand years of human progress. These are (1) the political, social, religious, cultural, and economic liberties of citizens which no government can abrogate or overthrow, (2) the free choice by the citizens of those men and women who exercise executive and legislative power in the state and maintain safety against external attack and order

within the community, (3) the separation of the executive from the judicial power, (4) the right to obtain employment or state assistance if temporarily or permanently unemployable. While the Marxist-Leninists maintain that political freedom without economic freedom is worthless, this contention is the negation of the realities of freedom in the western world. Freedom is not synonymous with equality, but without equality of opportunity for economic success in life there can be little freedom in a modern state. Since the days of the Greek city-states the craving for equality of opportunity has been the taproot of revolution. The first of my essentials, namely, civil liberties, has been called by Thomas Mann "the human adjustment between a logical contrast; the reconciliation of freedom and equality, of individual values and the demands of society." Concerning my second essential, it will be recalled that long before World War II, Lord Bryce measured the efficiency of democracies with dictatorships. In times of crisis like the period of the present cold war, certain people, notably the vocal minorities in democracies, apparently lose their freedom; and the democracies, because of the weakening of traditional restraints on government, tend to draw closer in form to the dictatorships. We must, however, never forget that every despotism founded before the dawn of this century was eventually either overthrown by violent revolution or altered by peaceful change. One lesson in the history of revolutions is that democracy maintains a higher morale and a greater efficiency over a longer period of time. Our efficiency depends upon our will to work; neither the slaves nor the oppressed ever have, or, in the foreseeable future, ever will develop a better spirit than the freemen of America.

Totalitarian scholars and even a few of our own have scoffed at the Eighteenth Century doctrine of the separation of powers. These leaders of the new elite hold that bureaucrats should be free to draft the law and to prepare the administrative procedure by which its legality can be examined—all without any appeal to the courts from their decisions. The very citadel of our freedom and of our maintenance of social standards essential to individual happiness is this balance of powers in the modern civilized state. If a man or group of men possess in a modern state either undivided power or unlimited power, the citizens of that state are not free men.

## V

What about academic freedom? This freedom is, as you are all aware, of modern origin, and was unknown to the Greeks and the Romans who often employed slaves as teachers. In medieval universities professors were sometimes condemned as heretics by theologians who assumed (1) that they knew the whole truth and regarded truth as established and (2) that all knowledge was their private domain. The great Abélard was not tried because of his extra-curricular activities with Héloïse, but for his heretical utterances. This fact was a great shock to such a modern realist as Mark Twain. Today not theological heresy, but more often economic and social heresies, are the reasons for the removal of critical professors from their academic posts.

Although the principles of academic freedom do not have constitutional sanction, their development has been similar to that of our constitutional freedoms. Academic freedom should, however, be considered as a part of the larger concept of freedom now vouchsafed us in Anglo-Saxon jurisprudence and in the Bill of Rights of the American Constitution. No one who believes in our form of Government doubts the validity of our constitutional freedoms: freedom of speech, freedom of religion, freedom of assembly, freedom of the press, and freedom of petition. The application of these principles, however, to specific situations frequently occasions controversy. The same is true of the application of the principles of academic freedom. While there is now general understanding and support of the principles of academic freedom by those charged with the responsibility of administering our colleges and universities, there continue to be differences of opinion arising out of the application of these principles to specific situations. In this present period of international tension particularly, there are controversies relating to the application of the principles of academic freedom and these principles, as heretofore interpreted, are being seriously challenged by some college and university administrators and governing boards and by some legislatures.

Fear and insecurity have always been the basic causes of the threats to academic freedom. Today many of the threats to academic freedom stem from the fear of communism. In reference to this fear, Professor Zechariah Chafee spoke specifically in his Phi

Beta Kappa address, entitled "Freedom and Fear," published in the *Bulletin* of this Association. In this address he counseled that we should "meet objectionable ideas from abroad by living up to our own ideas . . . give increased drawing power to our great traditions of democracy and freedom."<sup>1</sup>

One of the first cases of conflict over academic freedom in this country was in the disciplining of Henry Dunstan, the first President of Harvard College. In the early days of the republic Fisher Ames declined the presidency of Harvard because of ill health, and gave to Emerson that immortal justification of democracy which has never been surpassed. The early attacks on freedom of teaching in American colleges were generally over religious issues.

At the close of the Eighteenth Century the issues became chiefly political. Then as now we were waging a cold war against an aggressive and propagandizing revolutionary régime which attempted to establish subversive and godless agitators on the territories of potential enemies and former allies. Several American colleges disciplined professors who did not speak out against the excesses of the French Revolution.

Then in 1830 came the first attack on academic freedom on social grounds, as professors in both the North and the South heard the siren song of the abolitionists. Three professors were forced to resign from Western Reserve University. The professor of astronomy at the University of North Carolina was driven from his academic position because he favored the abolition of slavery.

The publication of Darwin's *Origin of Species* and the advocacy, by Huxley and others, of the hypothesis of evolution had a profound effect upon American college faculties. In 1870, Professor John Fiske got into trouble at Harvard. There were purges in numerous denominational colleges, and even in state institutions.

Between 1885 and the entrance of America into World War I the chief issues were economic and political. They involved primarily the money question, the conduct of large corporations, the position of women and their social rights. In 1897, President E. B. Andrews of Brown University felt it necessary to resign because the university trustees objected to his advocacy of bimetallism. In 1900, Professor E. A. Ross was dismissed from Stanford

<sup>1</sup> Autumn, 1949 issue, Vol. 35, No. 3, pp. 414-415.

University. Professor Ross's public utterances concerning the Southern Pacific Railroad, the Chinese Exclusion Act, and the Big Four were anathema to the surviving founder of the University, and Professor Ross was fired. Later, the Board of Regents of the University of Wisconsin urged the ouster of Professor Ross for writing *Sin and Society* and for escorting Emma Goldman around the campus and inviting her to lunch. Fortunately, Professor Ross was in China when President Van Hise cabled him that the motion to oust him had failed. This great university later approved of the following pronouncement:

In all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of truth wherever they may lead. Whatever may be the limitations which trammel inquiry elsewhere, we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.

Between 1914 and 1923, we, as a nation, appeared to put the clock back to the time of the Alien and Sedition Acts. The Scott Nearing case at the University of Pennsylvania was only a prelude to the many attacks on academic freedom which occurred in this period of national tension. "The Espionage Acts of 1917-1918 were aimed," wrote Harold H. Fisher, "not only at actual espionage and the protection of military secrets, but to prevent war was considered by the majority to be disloyal propaganda which might obstruct the war effort." From 1920 until their repeal in 1923, the Lusk Laws of New York State compelled teachers to hold certificates of loyalty, prohibited the employment of teachers who had criticized the government of the United States, and provided for the summary dismissal of teachers for seditious or treasonable utterances.

Again, during the insecure years of the depression, the several states required teachers to take oaths to support the federal and state constitutions. Today 26 states and the territories of Alaska, Hawaii, and Puerto Rico, and the District of Columbia impose on teachers in the public schools either an oath of allegiance or a certificate of loyalty to the United States.

## VI

The 1940 Statement of Principles on Academic Freedom and Tenure, stating the consensus of college and university teachers and administrators, presents the basic premise that "Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole." "The common good," this statement continues, "depends upon the free search for truth and its free exposition." Freedom in research is so fundamental to the advancement of truth, and the free exposition of the results of research is so essential a part of the process of research, that I need not elaborate on this point. Every teacher should be free to experiment, to modify existing hypotheses, and to teach any conclusions for which there is, in his considered opinion, conclusive evidence. "Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning." Every teacher should have freedom of teaching and research, which President Lowell called "the unfettered search for truth" and, within the limits of professional and civil propriety, of extra-mural activities. There are duties correlative with these rights, as I shall try to explain later; meanwhile, we should not overlook the importance of tenure as the necessary support of academic freedom and as the guarantor of the economic security necessary to make the academic profession attractive to men and women of ability.

Implicit in the philosophy of our Association is the concept that college and university teachers are an integral part of the institution on whose faculty they serve, and that the relationship between administrators and professors is that of "associates in a joint enterprise for the welfare of society."

"Universities and colleges," wrote Professor W. T. Laprade, "exist primarily to enable members of their faculties to do their peculiar work, which is to cherish and enhance the store of human knowledge and understanding, transmitting that which they have received from the past to the succeeding generation, enlarged and expanded. Those charged with the fulfillment of this trust need freedom to delve and to criticize, which requires security of sustenance and residence in a community affording access to essential

apparatus and to youths able and willing to receive and transmit this precious heritage."<sup>1</sup>

The significant rôle of this Association in developing the principles of academic freedom has frequently been recalled, and should be familiar to all who are informed on American higher education. The reasoned basis of this rôle is found in the 1915 Declaration of Principles, the 1925 Conference Statement on Academic Freedom and Tenure, and the 1940 Statement of Principles on Academic Freedom and Tenure.

What, then, are the responsibilities of the teachers and investigators in a free society? For their life work they must be carefully prepared, well qualified to explore the sources of knowledge, skilled to impart the collective investigations in their chosen field to their students and to interested citizens. We all know the negative charges which are usually brought against a young teacher who "just doesn't fit" in his department. He is above all dull, generally sarcastic, only too often listless, and inhibited by the Messianic directives from graduate and undergraduate deans and departmental heads. Moreover, our defendant is not posted on the literature of his subject and, finally, is nonproductive, and in a word, "incompetent."

But you will see at once that the positive qualifications of all who hold the *venia legendi* must be clearly stated. For brevity's sake I will enumerate them:

1. Academic training
2. Exceptional intellectual capacity
3. Teaching ability, with breadth of viewpoint, not a narrow outlook
4. Integrity
5. Ability to work in faculty groups
6. Ability to work with outside groups
7. An insight into human affairs
8. A zest for research or for the interpretation of research
9. A mature sense of justice
10. Leadership of youth into the fields of courage, tolerance, generosity, and self-restraint

In February, 1949 at the Thirty-fifth Annual Meeting of the

<sup>1</sup> "The Association: Its Progress and Possibilities," Summer, 1944 *Bulletin*, Vol. 30, No. 2, p. 179.

Association, I had the good fortune to hear an address entitled "A University Trustee Views the Academic Profession," by Ora L. Wildermuth, the then secretary of the Association of Governing Boards of State Universities and Allied Institutions, and President of the Board of Trustees of Indiana University.<sup>1</sup> Mr. Wildermuth had made a careful examination of the statutes of a number of states and had come to the conclusion that in many American commonwealths, governing boards are authorized by existing law to act in an arbitrary, autocratic, and even unjust manner toward their faculties.

"It is a truism," stated the President of Hiram College, "that no stream rises higher than its source. Likewise, it is true that no college rises above the level of its trustees." "This," the President adds, "is apparent when trustees invade the prerogative of any administrative officer or faculty member, or interfere with the established program or educational policy of the college." One general weakness of governing boards in this country is the small percentage of alumni who are members.

The major difficulties of recent years have arisen when presidents or governing boards, who were harried by pressure groups, have taken the execution of freedom and tenure policies out of the hands of the university faculties themselves. This has happened, unfortunately, in a number of state-supported colleges and universities, as well as privately endowed institutions. Many of these are unaccredited or marginal institutions without tenure codes or even elementary principles of academic freedom.

The current problems associated with the application of the principles of academic freedom and the vicissitudes that are encountered in their application under the stress of the cold war are known to us through the daily press and through the published reports of this Association's Committee A.

## VII

In recapitulation, may I repeat that we are living in the most critical period of modern history, in an era of international tension which tragically resembles 1913 and 1938. At its roots this inter-

<sup>1</sup> Summer, 1949 *Bulletin*, Vol. 35, No. 2, pp. 233-239.

national tension is a conflict between two ways of life in the contemporary world. The United States of America, with its great moral and material resources, stands at the forefront of those peoples who seek to maintain freedom for the individual citizen, as opposed to that state which regulates all phases of the life of the individual, permitting no deviation from a fixed pattern. Only through education can we give to the younger generation the knowledge and spiritual power essential to survive in this epic struggle between two ways of life. The secondary schools, the colleges, and the universities of America can play a decisive part in this struggle of democracy against collectivism only if American education is alive, dynamic, and free.

In conclusion, may I call attention to the fact that it was in Cleveland, where we are now assembled, that Professor Robert C. Binkley, whose untimely death in 1940 was a tragic loss to American scholarship, wrote a profound re-evaluation of John Stuart Mill's *On Liberty* eighty years after its publication. Binkley saw clearly that the dilemmas encountered in applying the principles of liberty to human affairs in this Twentieth Century were not half as serious as those encountered in applying alternative ideologies.

"John Stuart Mill," concluded this able scholar, "ruled a great empire of thought and ruled it well; his satraps were principles and his army was an army of facts. The law of that empire was the law of liberty, progress, and utility. The empire still stands, though there are barbarians swarming on the frontiers and the satraps have set themselves up as semi-independent rulers of petty domains. But the good law that he laid down is still good law, and the empire will stand wherever men believe with him that 'the worth of a state, in the long run, is the worth of the individuals composing it.' "

## ACADEMIC FREEDOM AND TENURE

### REPORT OF COMMITTEE A FOR 1949<sup>1</sup>

In this, the seventh annual report on behalf of the Committee on Academic Freedom and Tenure which it has been my fortune to present, I desire at the outset to direct attention to the fundamental considerations contained in the first report made by this Committee after the Association was organized in 1915.<sup>2</sup> The thirteen distinguished members of the Committee who signed that report considered in turn the Basis of Academic Authority, the Nature of the Academic Calling, and the Function of the Academic Institution. To begin with the last topic, it was said summarily that "the purposes for which universities exist" are to "promote inquiry and advance the sum of human knowledge," to "provide general instruction to students," and to "develop experts for various branches of the public service."

This report noted that an atmosphere of freedom was essential for the achievement of all of these purposes. In all "domains of knowledge, the first condition of progress is complete and unlimited freedom to pursue inquiry and publish its results. Such freedom is the breath in the nostrils of all scientific activity." Further, it was said that "freedom of utterance is as important to the teacher as it is to the investigator. No man can be a successful teacher unless he enjoys the respect of his students and their confidence in his intellectual integrity. It is clear, however, that this confidence will be impaired if there is a suspicion on the part of the student that the teacher is not expressing himself fully and frankly. . . . There must be in the mind of the teacher no mental reservation.

<sup>1</sup> Presented on March 26, 1950, at the Thirty-sixth Annual Meeting of the American Association of University Professors, held in Cleveland, Ohio, on March 25 and 26, 1950.

<sup>2</sup> This statement is known to the profession as the 1915 Declaration of Principles. It was published in the December, 1915 *Bulletin*, Vol. 1, No. 1 and has been reprinted several times; the most recent reprinting was in the Spring, 1948 *Bulletin*, Vol. 34, No. 1. Reprints of this Declaration are available upon request to the central office of the Association.

He must give the student the best of what he has and what he is." As regards the "expert" who is called upon to advise legislators and administrators and otherwise to participate more or less officially in the public service, it is "obvious that here again the scholar must be absolutely free not only to pursue his investigations but to declare the results of his researches, no matter where they may lead him or to what extent they may come into conflict with accepted opinion. To be of use to the legislator or administrator, he must enjoy their complete confidence in the disinterestedness of his conclusions." Manifestly, the university could not perform this "three-fold function without accepting and enforcing to the fullest extent the principle of academic freedom. The responsibility of the university as a whole is to the community at large, and any restriction upon the freedom of the instructor is bound to react injuriously upon the efficiency and the *morale* of the institution, and therefore ultimately upon the interests of the community."

Members of this first Committee felt that "dangers to academic freedom" in their day were from some of "the more conservative classes," from influential political groups when there was "a definite governmental policy or a strong public feeling on economic, social, or political questions," and from an aroused popular feeling. "Public opinion," the Committee continued, "is at once the chief safeguard of a democracy, and the chief menace to the real liberty of the individual. . . . In a political autocracy, there is no effective public opinion, and all are subject to the tyranny of the ruler; in a democracy, there is political freedom, but there is likely to be a tyranny of public opinion."

Though writing in 1915, in the midst of a world at war, the Committee declared: "An inviolable refuge from such tyranny should be found in the university. It should be an intellectual experiment station, where new ideas may germinate and where their fruit, though still distasteful to the community as a whole, may be allowed to ripen until finally, perchance, it may become a part of the accepted intellectual food of the nation or of the world." It is the duty of the university also to conserve "all genuine elements of value in the past thought and life of mankind which are not in the fashion of the moment." Nevertheless, it would be a mistake to assume, as many of the uninformed did then and do now, that the

faculties of colleges and universities are a refuge for irresponsible radicals. This Committee went on to observe that a university "by its nature is committed to the principle that knowledge should precede action, to the caution . . . which is an essential part of the scientific method, to a sense of the complexity of social problems, to the practice of taking long views into the future, and to a reasonable regard for the teachings of experience." Furthermore, the Committee continued, one of the most characteristic functions of a university "in a democratic society is to help make public opinion more self-critical and more circumspect, to check the more hasty and unconsidered impulses of popular feeling, to train the democracy to the habit of looking before and after. It is precisely this function of the university which is most injured by any restriction upon academic freedom; and it is precisely those who most value this aspect of the university's work who should most earnestly protest against any such restriction."

These and other considerations led this Committee to discuss the provisions made by society, particularly in the United States, for insuring that universities are so managed as to render the services for which they are established. Recent events suggest that this subject still needs examination, especially in view of the fact that we are constantly increasing the sums allocated to the support of higher learning, which causes the administration of this enterprise to grow in complexity and importance.

In considering the provisions made for this administration, it is essential to keep ever in mind the fact emphasized by the original Committee that "the proper fulfillment of the work of the professorate requires that our universities shall be so free that no fair-minded person shall find any excuse for even a suspicion that the utterances of university teachers are shaped or restricted by the judgment, not of professional scholars, but of inexpert and possibly not wholly disinterested persons outside of their ranks . . . it is highly needful, in the interest of society at large, that what purport to be the conclusions of men trained for, and dedicated to, the quest for truth, shall in fact be the conclusions of such men, and not echoes of opinions of the lay public, or of the individuals who endow or manage universities. To the degree that professional scholars, in the formation and promulgation of their opinions, are,

or by the character of their tenure appear to be, subject to any motive other than their own scientific conscience and a desire for the respect of their fellow experts, to that degree the university teaching profession is corrupted; its proper influence upon public opinion is diminished and vitiated; and society at large fails to get from its scholars, in an unadulterated form, the peculiar and necessary service which it is the office of the professional scholar to furnish."

## II

To maintain the freedom and autonomy essential if a university is to render this "peculiar and necessary" service is not easy in a society whose institutions have to depend upon public support and are thus inevitably susceptible to the pressures of popular emotion. A device uniformly used as a means toward this end is to interpose between the supporting public and the administration of an institution a responsible lay board whose duty it is on the one hand to assemble scholars and teachers and to provide them with equipment and resources essential for their work, and on the other hand to enlist the cooperation of the public. One of the important duties of these lay boards is to defend the institution against the caprices of public feeling, which may easily defeat the end for which the institution is established and maintained.

The public may be unaware that it is defeating its own cause when, through pressure on a State legislature, a religious denomination, or other supporting body, teachers and scholars are intimidated and their freedom circumscribed. In a time of widespread fears and uncertainty such as now exists, more than in other times, the lay boards responsible for the general management of colleges and universities need to be constantly aware of the responsibilities with which they are invested and to be courageous in performing their duties. If they defer unquestioningly to every popular mood and retreat before every popular storm, they will fail in their real functions and will not support the public interest they were appointed to serve.

Boards have not been lacking that appreciated this phase of their duties. Most of us who received it were cheered when some

months ago the trustees of a distinguished university asked, in a published brochure, whether we have the courage to be free.

Perhaps the example of the board of trustees of a small college, acting shortly after the beginning of this century, is worth recalling at this juncture. A member of the faculty of this college published a statement on a then current question, concerning which feeling in the community was aroused and divided. Since this teacher's views were sharply at variance with those of a large majority of his colleagues and of the clientele of the college, there was public clamor against him and a demand that he resign his post. Unwilling to endanger the support of the college, he offered his resignation. Thereupon, most of his colleagues, including the president of the college, addressed a statement to the board of trustees, stipulating their dissent from the opinions of the professor in question, but tendering their own resignations in case that of their colleague should be accepted.

Members of the board of trustees also unanimously disavowed the views of the professor, but in a public statement refusing to accept his resignation, they said:

We are . . . unwilling to lend ourselves to any tendency to destroy or limit academic liberty, a tendency which has, within recent years, manifested itself in some conspicuous instances, and which has created a feeling of uneasiness for the welfare of American Colleges. Whatever encourages such a tendency endangers the growth of higher education by intimidating intellectual activity and causing high-minded men to look with suspicion upon this noble profession. We cannot lend countenance to the degrading notion that professors in American Colleges have not an equal liberty of thought and speech with all other Americans.

We believe that society in the end will find a surer benefit by exercising patience than it can secure by yielding to its resentments. The search for truth should be unhampered and in an atmosphere that is free. Liberty may sometimes lead to folly; yet it is better that some should be tolerated than that all should think and speak under the deadening influence of repression. A reasonable freedom of opinion is to a college the very breath of life; and any official throttling of the private judgment of its teachers would destroy their influence, and place upon the college an enduring stigma. For it is not the business of college professors to provide their students with opinions. American college students would generally resent such dictation if it were attempted. It is the

business of colleges rather to provide for young men the material, the knowledge, and the training which will enable them to form and defend their own opinions. Neither, on the other hand, is it the business of governing boards like ours to prescribe opinions for professors. The same broad principle holds both in the college and the state. While it is idle to deny that the free expression of wrong opinions sometimes works harm, our country and our race stand for the view that the evils of intolerance and suppression are infinitely worse than those of folly.

The matter which has engaged our attention is of more than local interest. . . . It is hard to commend even the slightest measure of coercion or suppression of opinion to the people of this country. But we are particularly regardful of the reputation of the commonwealth from which this college received its academic privileges. We are jealous of its good name, and mindful of its historic struggles and sacrifices in the cause of free speech and freedom of conscience. . . . Rights which were bought with blood and suffering must not now be endangered for want of patience, tolerance, and a noble self-restraint.

\* \* \*

Viewing the matter in the light of these wider interests, and finding that there is no complaint against [the professor's] moral character, his scholarly fitness, his energy, his competence as a teacher . . . we are sure that duty requires us to decline the offer of his resignation.

Unfortunately, there have been more recently governing boards who have lacked either these convictions or courage to act in accordance with them; who have seemed rather to take counsel of their fears; who have acquiesced in expedients designed to restrain the opinions of members of faculties who tended not to conform in all respects to a prevailing popular mood. When these guardians of the public interest thus fail in their duties, it is difficult if not impossible for the faculties of the institutions for which they are responsible to render in full measure the service due to the public. On the other hand, it is unreasonable to expect the members of a governing board to protect a lethargic faculty. In the case of the small college just quoted, it is noteworthy that the initiative for action came from the faculty and the president.

Nevertheless, it is discouraging when a board responsible for maintaining an institution of learning itself requires of teachers

an oath or test which, on the one hand, is a reflection on its own competence in making faculty appointments and, on the other, implicitly assumes that it is a function of the board in some degree to supervise the thoughts and opinions of members of the faculty. This assumption can in no wise be accepted if the members of the faculty of the university are to be left free to render the service to society for which they were appointed. Instead of making itself an agency for imposing such an oath, it is the duty of a wise governing board rather to exert all of its influence to persuade members of state legislatures and the public that the requirement of such oaths or tests will tend to hinder the university in performing the functions for which it is established and maintained.

### III

Furthermore, without questioning the legal or constitutional right of the legislature of a state to investigate or regulate an institution which it authorizes or supports, it is important, at a time when legislatures of some of the states have recently exercised their rights to send investigating committees to university campuses, to say pointedly and emphatically that such direct action invariably does more harm than good. It interrupts the normal activity of the campus and disturbs the minds and emotions of scholars and teachers who ought to have their attention chiefly fixed on the duties for which they were appointed. It tends to create an atmosphere of fear and uncertainty, unwholesome for both teachers and students and deterrent to the best work of scholars. Moreover, it is a departure from the voluntary limitations which legislatures have uniformly placed upon themselves when establishing institutions of higher learning.

To repeat: Without exception, the management of institutions of higher education has been entrusted to intermediary governing boards, whose function it is, within the framework of the statutory or charter authorization, to see that the resources provided are utilized for the public good. If a board fails to fulfill this trust, then the legislature may and should seek reasons for this failure and apply to the board the remedy that is needed. The same reasoning, however, that led to the creation of the board in the

first place should convince the members of the legislature that only on the occasion of a dire emergency is it profitable for a legislative committee to deal directly with the internal affairs of a university. Particularly should it refrain from concerning itself with such matters as the qualifications of scholars and teachers and the selection of books. Because of the manner in which they are chosen, a majority of the members of a legislature naturally lack the knowledge and competence of making decisions on these questions. Their intervention at this level inevitably tends to defeat the purposes for which the institution is established and maintained.

#### IV

As the accompanying tables indicate, the Committee has considered this year the usual number of complaints. As in the case

##### *Statistical Tables for the Years 1944-1949*

###### Cases\*

	1944	1945	1946	1947	1948	1949
Pending January 1.....	72	74	71	36	47	56
Revived from former years.....	8	5	4	6	4	2
Opened since January 1.....	44	43	32	39	35	38
Total dealt with during year.....	124	122	107	81	86	96
Closed.....	50	51	71	34	30	35
Pending at end of year.....	74	71	36	47	56	61

###### Disposition of Cases\*

	1944	1945	1946	1947	1948	1949
Withdrawn by complainant after preliminary investigation.....	8	10	12	10	7	7
Rejected after preliminary investigation.....	29	8	12	10	15	14
Statement published or planned without visits.....	6	4	3	4	1	1
Visit of inquiry made or planned.....	28	33	20	8	5	2
Adjustment made or being sought.....	34	48	44	32	36	34
Procedure not yet determined.....	19	19	16	17	22	38
Total.....	124	122	107	81	86	96

\* Each "case" refers to a single controversy. Committee A also deals with a number of situations not classified as "cases"; such situations are not included in these tabulations.

of previous years, acceptable adjustments have been mediated in a number of cases; in others the Committee's efforts to mediate have not been successful. The case of the dismissal of Professor George F. Parker from the Faculty of Evansville College was one in which the Committee's efforts to mediate failed. The report on this case was published in the Spring, 1949 issue of the Association's *Bulletin*.

The situation involving the dismissal of several members of the Faculty of the University of Washington has been, and is, under study by the Committee. The Committee was obliged to have the proceedings of the hearing that preceded these dismissals duplicated at the expense of the Association for the use of the Committee. This voluminous transcript of testimony has been carefully read by the Active members of the Committee and the preparation of a report brief enough to print is in process. The investigation will, of course, not be completed until the persons concerned in the situation have been given the opportunity to correct possible factual errors in a tentative draft of the report which will be sent to them for that purpose. It is the hope of the Committee that the investigation of this situation can be completed within the current year. It would be inappropriate to say more concerning this situation until the investigation is completed and a report published.

Members of the Committee have followed with interest the discussion in the press on the question of whether or not members of the Communist Party should be permitted to teach in colleges and universities in the United States. Nothing has been brought to light that seems to indicate that the presence of members of that party on our college and university faculties has thus far constituted a substantial danger to the maintenance of our ideals and our institutions. When we consider the comparatively small number of the members of the Communist Party in the United States as compared with the total population, and when we further consider the character of those entrusted with the management and administration of our universities and colleges, we are inclined to doubt that the presence of members of the Communist Party on the faculties of these institutions is now, or is likely to be in the near future, a present danger. In the degree that a member of

the Communist Party is an incompetent teacher because of his dogmatism and conspiratorial behavior he will naturally not be appointed to a faculty where scholarship is a primary criterion of appointment, nor should he be retained as a permanent member if appointed.

The members of the Committee have been concerned and are still concerned lest in a laudable desire to protect ourselves from dogmatists and conspirators we forfeit the freedom that has made us strong and embrace in some measure the evils we seek to avert. We have an abiding faith in the ability of a group of free scholars in the long run to detect error and to persist in the pursuit of truth. Lacking this faith, we should have little hope for our profession or for the world. We cannot feel that a citizen of the United States who has long held a position of trust should be summarily dismissed from it solely because he has at some time or other been a member of an organization which contains conspirators and dogmatists. We believe that it is the right of such a man to be judged on the merits of his own behavior.

The Committee tried to say just that in the report presented by Dr. Shannon, then Chairman of the Committee, on behalf of the Committee at the Annual Meeting two years ago. We repeated the same statement more briefly in our report last year. We did not then nor do we now urge that colleges and universities appoint to their faculties or retain on them undesirable members. We specifically stipulated that persons with the undesirable qualities commonly alleged to be characteristic of all members of the Communist Party are in fact unacceptable members of the faculty of an institution of learning. We take it for granted that no institution is apt knowingly to appoint persons with these qualities. We assume that if an institution has unwittingly made such an appointment, it will take steps in an appropriate manner to establish the fact of its mistake and, using due process, dismiss the appointee.

We treasure, however, as a most precious heritage, the right to be judged on the basis of one's own behavior as an individual, the right not to be condemned unheard or solely for association with others who may be appropriately condemned. We are unwilling to join in proscribing all members of any lawful party or group.

We think that such a precedent of wholesale proscription might prove to be the beginning of the end of our liberties.

A part of our function as members of the Committee on Academic Freedom and Tenure is to apply to specific cases the principles concerning academic freedom and tenure formulated in the light of more than a generation of experience and after long consideration in conferences of representative administrators and members of the profession. In performing this duty we naturally act in a sort of judicial capacity. We cannot depart from the principles agreed upon without running grave risks of sacrificing the values these principles are designed to safeguard. As was suggested by the original Committee, as quoted in the outset of this report, in dealing with the present we have to give due consideration to the experience of the past and to the probable influence of our action on the future.

V. *Conclusion*

In conclusion, I am sure that you agree that since my first report for the Committee thirteen years ago, it has been my lot to present too many of these reports. Perhaps, however, you will pardon now a sort of *nunc dimittis*. If any of you should have the hardihood to read consecutively all of the thirteen annual reports presented for the Committee by Professor Kirkland, Professor Shannon, and me, you would discover that they are repetitious and tend to develop and to emphasize certain central themes and modes of procedure.

None of us has found much that was new to say on these subjects. Nor are our successors likely to do so. Nevertheless, this repetition has not been and will not be unprofitable. New members constantly join the profession, many of them unaware of what their predecessors have done to make and keep it honorable and free. One of the most important duties of members of this Committee is to transmit this heritage unimpaired, so that those who come after us may profit from the progress made in the past and be thus better enabled to serve the good causes of their day.

The progress made in the past has been facilitated in considerable measure by the cooperation of administrators and governing

boards. We have a right to expect that this cooperation will be continued. But we cannot expect that administrators and governing boards will come forward in our support unless we who are intimately aware of the issues at stake, and whose work is vitally concerned, keep ourselves ever alert and informed. If, moved by temporary fears, we agree to fix bounds beyond which a scholar cannot go in search of truth, we ought not be surprised if in the face of popular pressure this forbidden area is continually increased and a tendency grows to impose dogma by authority. And the imposition of dogma by authority, whether in the field of genetics or of politics, is fatal to scholarship.

For the Committee:

*Duke University*

WILLIAM T. LAPRADE, *Chairman*

*Active Members:* Ralph E. Himstead (Law), Association's Secretariat; Edward C. Kirkland (History), Bowdoin College; William T. Laprade (History), Duke University; Ralph H. Lutz (History), Stanford University; J. M. Maguire (Law), Harvard University; George Pope Shannon (English), Association's Secretariat; Quincy Wright (International Law), University of Chicago.

*Associate Members:* William E. Britton (Law), University of Illinois; Elliott E. Cheatham (Law), Columbia University; Thomas D. Cope (Physics), University of Pennsylvania; F. S. Deibler (Economics), Northwestern University; F. L. Griffin (Mathematics), Reed College; A. M. Kidd (Law), University of California; S. A. Mitchell (Astronomy), University of Virginia; DR Scott (Economics), University of Missouri; John Q. Stewart (Physics), Princeton University.

## ACADEMIC FREEDOM AND TENURE

### STATEMENTS OF PRINCIPLES

*Editor's Note:* In 1915 a Committee on Academic Freedom and Academic Tenure of the American Association of University Professors formulated a statement of principles on academic freedom and academic tenure known as the 1915 Declaration of Principles, which was officially endorsed by the Association at its second Annual Meeting held in Washington, D. C., December 31, 1915 and January 1, 1916.

In 1925 the American Council on Education called a conference of representatives of a number of its constituent members, among them the American Association of University Professors, for the purpose of formulating a shorter statement of principles on academic freedom and tenure. The statement formulated at this conference, known as the 1925 Conference Statement on Academic Freedom and Tenure, was endorsed by the Association of American Colleges in 1925 and by the American Association of University Professors in 1926.

In 1929 the American Association of University Professors formulated and endorsed a statement concerning academic resignations.

In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges agreed upon a restatement of the principles set forth in the 1925 Conference Statement. This restatement, known to the profession as the 1940 Statement of Principles on Academic Freedom and Tenure, was officially endorsed by the following organizations in the years indicated:

Association of American Colleges.....	1941
American Association of Teacher Colleges <sup>1</sup> .....	1941
American Association of University Professors.....	1941
American Library Association (with adaptations for librarians).....	1946
Association of American Law Schools.....	1946
American Political Science Association.....	1947

<sup>1</sup> Reorganized in 1948 as the American Association of Colleges for Teacher Education.

### 1940 Statement of Principles

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher<sup>1</sup> or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extra-mural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

#### *Academic Freedom*

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from insti-

<sup>1</sup> The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

tutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

#### *Academic Tenure*

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty

committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

#### INTERPRETATIONS

At the conference of representatives of the American Association of University Professors and of the Association of American Colleges on November 7-8, 1940, the following interpretations of the 1940 Statement of Principles on Academic Freedom and Tenure were agreed upon:

1. That its operation should not be retroactive.
2. That all tenure claims of teachers appointed prior to the endorsement should be determined in accordance with the principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure.
3. If the administration of a college or university feels that a teacher has not observed the admonitions of Paragraph (c) of the section on *Academic Freedom* and believes that the extra-mural utterances of the teacher have been such as to raise grave doubts concerning his fitness for his position, it may proceed to file charges under Paragraph (a) (4) of the section on *Academic Tenure*. In pressing such charges the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

**1925 Conference Statement<sup>1</sup>***Academic Freedom*

(a) A university or college may not place any restraint upon the teacher's freedom in investigation, unless restriction upon the amount of time devoted to it becomes necessary in order to prevent undue interference with teaching duties.

(b) A university or college may not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications outside the college, except in so far as the necessity of adapting instruction to the needs of immature students, or, in the case of institutions of a denominational or partisan character, specific stipulations in advance, fully understood and accepted by both parties, limit the scope and character of instruction.

(c) No teacher may claim as his right the privilege of discussing in his classroom controversial topics outside his own field of study. The teacher is morally bound not to take advantage of his position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his study.

(d) A university or college should recognize that the teacher in speaking and writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attach to all other citizens. If the extra-mural utterances of a teacher should be such as to raise grave doubts concerning his fitness for his position, the question should in all cases be submitted to an appropriate committee of the faculty of which he is a member. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff; and teachers should, when necessary, take pains to make it clear that they are expressing only their personal opinions.

*Academic Tenure*

(a) The precise terms and expectations of every appointment should be stated in writing and be in the possession of both college and teacher.

<sup>1</sup> Superseded by the 1940 Statement of Principles on Academic Freedom and Tenure; reprinted for its historical value.

(b) Termination of a temporary or short-term appointment should always be possible at the expiration of the term by the mere act of giving timely notice of the desire to terminate. The decision to terminate should always be taken, however, in conference with the department concerned, and might well be subject to approval by a faculty or council committee or by the faculty or council. It is desirable that the question of appointments for the ensuing year be taken up as early as possible. Notice of the decision to terminate should be given in ample time to allow the teacher an opportunity to secure a new position. The extreme limit for such notice should not be less than three months before the expiration of the academic year. The teacher who proposes to withdraw should also give notice in ample time to enable the institution to make a new appointment.

(c) It is desirable that termination of a permanent or long-term appointment for cause should regularly require action by both a faculty committee and the governing board of the college. Exceptions to this rule may be necessary in cases of gross immorality or treason, when the facts are admitted. In such cases summary dismissal would naturally ensue. In cases where other offenses are charged, and in all cases where the facts are in dispute, the accused teacher should always have the opportunity to face his accusers and to be heard in his own defense by all bodies that pass judgment upon the case. In the trial of charges of professional incompetence the testimony of scholars in the same field, either from his own or from other institutions, should always be taken. Dismissal for reasons other than immorality or treason should not ordinarily take effect in less than a year from the time the decision is reached.

(d) Termination of permanent or long-term appointments because of financial exigencies should be sought only as a last resort, after every effort has been made to meet the need in other ways and to find for the teacher other employment in the institution. Situations which make drastic retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances.

### Statement Concerning Resignations, 1929

Any provision in regard to notification of resignation by a college teacher will naturally depend on the conditions of tenure in the institution. If a college asserts and exercises the right to dismiss, promote, or change salary at short notice, or exercises the discretion implied by annual contracts, it must expect that members of its staff will feel under no obligations beyond the legal requirements of their contracts. If, on the other hand, the institution undertakes to comply with the tenure specifications approved by the Association of American Colleges, it would seem appropriate for the members of the staff to act in accordance with the following provision:

1. Notification of resignation by a college teacher ought, in general, to be early enough to obviate serious embarrassment to the institution, the length of time necessarily varying with the circumstances of his particular case.
2. Subject to this general principle it would seem appropriate that a professor or an associate professor should ordinarily give not less than four months' notice and an assistant professor or instructor not less than three months' notice.
3. In regard to offering appointments to men in the service of other institutions, it is believed that an informal inquiry as to whether a teacher would be willing to consider transfer under specified conditions may be made at any time and without previous consultation with his superiors, with the understanding, however, that if a definite offer follows he will not accept it without giving such notice as is indicated in the preceding provisions. He is at liberty to ask his superior officers to reduce, or waive, the notification requirements there specified, but he should be expected to conform to their decision on these points.
4. Violation of these provisions may be brought to the attention of the officers of the Association with the possibility of subsequent publication in particular cases after the facts are duly established.

## Censured Administration

Investigations by the American Association of University Professors of the administrations of the several institutions listed below show that they are not observing the generally recognized principles of academic freedom and tenure, endorsed by this Association, the Association of American Colleges, the Association of American Law Schools, the American Library Association (with adaptations for librarians), the American Political Science Association, and the American Association of Teachers Colleges.<sup>1</sup>

Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty but specifically upon its present administration. The term "administration" includes the administrative officers and the governing board of the institution. This censure does not affect the eligibility of nonmembers for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list by vote of the Association's Annual Meeting.

The censured administrations together with the date of censuring are listed below. Reports of investigations were published as indicated by the *Bulletin* citations.

West Chester State Teachers College	December, 1939
West Chester, Pennsylvania (February, 1939 <i>Bulletin</i> , pp. 44-72)	
Adelphi College, Garden City, New York	December, 1941
(October, 1941 <i>Bulletin</i> , pp. 494-517)	
University of Kansas City, Kansas City, Missouri	December, 1941
(October, 1941 <i>Bulletin</i> , pp. 478-493)	
State Teachers College, <sup>2</sup> Murfreesboro, Tennessee	May, 1943
(December, 1942 <i>Bulletin</i> , pp. 662-677)	
Winthrop College, Rock Hill, South Carolina	May, 1943
(April, 1942 <i>Bulletin</i> , pp. 173-176)	
University of Missouri, Columbia and Rolla, Missouri	June, 1946
(Summer, 1945 <i>Bulletin</i> , pp. 278-315)	
University of Texas, Austin, Texas	June, 1946
(Winter, 1944 <i>Bulletin</i> , pp. 627-634; Autumn, 1945 <i>Bulletin</i> , pp. 462-465; Summer, 1946 <i>Bulletin</i> , pp. 374-385)	
Evansville College, Evansville, Indiana	March, 1950
(Spring, 1949 <i>Bulletin</i> , pp. 74-111)	

<sup>1</sup> Reorganized in 1948 as the American Association of Colleges for Teacher Education.

<sup>2</sup> Now Middle Tennessee State College.

## PROBLEMS IN COLLEGE TEACHING

By PAUL KLAPPER

University of Chicago

There is a discouragingly wide gap between institutional aspirations and actual educational achievement. Were it not for the obvious and intense sincerity of these aspirations, one might be tempted to characterize that gap as a veritable hiatus between promise and performance. College teaching and student life would take on a new vitality if college teachers, and, surely all campus brass, were required to take at least a sabbatical semester for visiting sister institutions not less infrequently than the Biblical prescription of once in seven years.

Against the background of actual experience, I shall try to present these immediate problems in college teaching which point directly to the need for changes in those determining values which control the preparation for membership in the fraternity of college teachers.

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*Note:* Dr. Klapper's address was given at the Conference on the Preparation of College Teachers, sponsored by the American Council on Education and the United States Office of Education, held in Chicago, Illinois, December 8-10, 1949.

A complete report of the Conference on the Preparation of College Teachers is being published by the American Council on Education as Series 1, Number 42, of Reports of Committees and Conferences. This report, edited by Theodore C. Blegen and Russell M. Cooper, will contain the seven major addresses which were delivered at the Conference, the reports of the six work groups, and the roster of participants in the Conference. Dr. Klapper's address is preprinted from this Report through the courtesy of Dr. Klapper and the American Council on Education. Copies of the report may be ordered from the Publications Office of the American Council on Education, 744 Jackson Place, N. W., Washington 6, D. C. The price will be \$1.75 per copy.

THE EDITORS

## II

The first of these problems deals with the total lack of defined responsibility for recruitment. Implicit in admission to matriculation in most graduate schools is a commitment: that upon the successful completion of graduate studies, the full prestige of the university will be used to further the desire of any of its graduates to become college teachers. The very act of matriculation seems to carry with it, not explicitly, to be sure, a placement obligation that is none the less real. But matriculation is achieved in terms of undergraduate record as a scholar and promise of further scholarly success, but without consideration of that additional complex of abilities and traits which make the effective teacher. The graduate school must, of course, discourage those who are obviously disqualified to teach. But a great responsibility rests on those who teach the undergraduates. They must be on the alert to identify those young people whose total student life reveals those attitudes and abilities which we seek in the college teacher. And having identified them, college teachers must try, without direct persuasion, to interest them in teaching. This is no proposal for a highly organized recruitment program with all the noise and the trappings of a hard hitting campaign. It is, rather, an appeal to the dominant motivations of a great profession rich in compensations of the spirit. Unless there is a response of genuine integrity to that appeal, the renewing vitality which sustains that profession may flow all too freely into industry and the market place.

We must not, however, permit ourselves to believe that we can rely solely on the personal and idealistic approach. An organized recruitment campaign is necessary. But we are not yet ready for it, not until we have made a reasonably adequate study of the sociology of college faculties. We need answers to certain basic questions about college teaching. We want to know:

1. What abilities are required for effective college teaching?
2. What satisfactions did those who are now teaching hope to find in college teaching? Which of these were realized in full and which in part?
3. What preparation did successful college teachers bring to their teaching?
4. What material security does college teaching offer?

5. What voice does the college teacher have in shaping the life of the institution in which he teaches?
6. Is the college teacher free from the cultural provincialism which stifles what Whitehead characterized as "the great vision?"
7. What degree of freedom to teach does the college teacher have?

These are but a few of the questions such a study would seek to answer. Until we have this accurate information, we must rely on an unorganized but sincere approach to promising students by those who find ample satisfaction in their way of life. Unless we recognize our personal responsibility for recruitment, college teaching will continue to be for many not a preferred profession but a residual calling. This then is our first problem. We know very little of the sociology of our profession and we do amazingly little to augment its vitality through the considered selection of our successors.

### III

Our second problem stems from the obvious lack of relationship between the curriculum and the expressed purposes of the college. One seeks, often in vain, for an intellectual design in the curriculum. In lieu of such design, one finds a collection of courses manifesting a surprising capacity for proliferation. There are courses to satisfy the specialized interests of individual instructors rather than the needs of students; elective courses to insure at least one for each member of a department; courses with vocational tinge to respond to the urge for departmental growth. Subject matter is developed in unrelated little packets which have meaning for the specialists but leave the critical student cold because he cannot discern their contribution to preparation for meaningful living. Units of subject matter are divided and subdivided until the third dimension is completely lost. A curriculum that grows by accretion lacks the essential interrelationship of knowledge and leaves the student confused on an uncharted terrain. Neither in theory nor in practice is each course associated with its appropriate educational index. There is a disturbing discreteness about the elements of the curriculum. The student seems unable to find himself in it. He is left without guidance for appraising the relation between the

curriculum and his needs. The curriculum is a compilation that precedes by years his arrival on the campus and it expresses, in the main, the interests of mature and specialized scholars.

#### IV

Our third problem has its roots in the aimlessness of the process of instruction. Why should 500 students assemble regularly to listen to an exposition, when a reading of that material would yield them decidedly more accurate information and ampler understanding of primary concepts? There is a time and a place for the lecture method of instruction. What educational defense have we for regular and indiscriminate lecturing? Why should hordes of students come to the lecture hall without preparation of any kind? Why substitute gratuitous giving for acquisition through earnest application? A freshman in an Eastern college writes at length about her teachers, to whom she refers as "good speakers" and "not good speakers." The reason for this appraisal of the speaking ability of faculty members becomes apparent as she observes in passing, "Almost all of our courses are taught by lectures." What Freshman curriculum requires such general lecturing? What habits of mind will be inculcated by such relatively passive instruction?

I listened to a lecture planned for college sophomores on the subject of historical method. The hour was devoted to two historians, neither of whom the students had as yet read and whom only a very few of them would ever read. They listened to a well-written, scholarly presentation of the methods, the scope, the style—a scholar's appraisal of the works of historians whose names they spelled with surprising variations. The lecture does credit to its author as a scholar; but reading it to hundreds of second-year college students betrays a teaching inadequacy that is unfortunately not unique in college teaching.

The discussion hours reveal, very frequently, an idle turning of many mills. Arithmetically, in three out of five discussion classes the instructors open the hour with the identical question, "Are there any questions?" Invariably, this is followed by a silence palpable and oppressive. After an embarrassing interval of about a minute the question is repeated, this time with either more appeal

or with a betrayal of surprise. As a rule, an aggressively inclined student asks a question which is at once turned over to a classmate with, "What do you think of it, Mr. Smith?" Mr. Smith, temporarily victimized, had never thought about it. In fact, inquiry discloses that the pronoun, it, has either an unidentifiable antecedent or many possible antecedents. In this climate of indefiniteness, the discussion is born. Small wonder that the class flits from topic to topic as if it were taking a free association test. The fortuitous questions of the students, rather than the well-planned questions of the instructor, give direction to the entire period. Going off in all directions, the students arrive at no destination when the bell sounds. True, they may have had an interesting time feather-dusting a sizable number of significant ideas. Such discussions may often be pleasurable episodes, but they lack vigor and discipline and beget the serious intellectual pitfall of irrelevance.

A class in social science met to consider "necessary qualifications of Freudian explanations." The students were reasonably well prepared and evinced genuine intellectual curiosity. The instructor is a man of keen mind and mellowed scholarship. His expositions are clear and effective; his attitude towards young people sympathetic and understanding. In fifty minutes, the class talked about group attitudes and prejudice, sex, the current attitude towards drinking, aggressive attitudes exhibited by minorities, the potency of audience approval as motivation, the subordinate place of God and spiritual values today, Ruth Benedict and the limitations of her work, culture patterns of certain Indian tribes, luxury spending today v. medieval extravagance, large generalizations about American businessmen, and, finally, the craving for leadership as the drive for achievement. Here are the elements of the discussion in the order in which they arose. There was touch and go with casual reference to Freud. Let us assume, to avoid the charge of being censorious, that this discursiveness was an exploration, preparatory for a more serious attack on the "necessary qualifications of Freudian explanations." What ends can be served when there is no depth analysis, no quest for fundamentals, no attempt to wring the full inwardness out of an important idea? The ability of the student group and the exceptional competence

of the instructor intensify the significance of all that was lost in this hour. The discussion method is a means to an end, never an end in itself.

College teachers ask with disheartening frequency, "How does one keep a class relevant? How does one prevent the few star students from monopolizing the discussion? Should one crack down on the irrelevant and the over-aggressive student?" There is no indication that the least experienced teachers who are entrusted with the least mature students understand the full significance of establishing, early in a discussion, a crystal clear statement of the question at issue or the goal to be attained; nor of the importance of letting the group rather than the instructor judge the relevance of students' contributions by reference to the key question or the objective of the hour; nor of assigning reading around ideas rather than by pages or chapter numbers; nor of having the class rather than the instructor make the final summary or review the drift of a previous discussion; nor of indicating the parts of the study which students must acquire for themselves and those elements which will be developed under the guidance of the instructor. This list of fundamental teaching questions can be extended considerably and, as it grows, it becomes incontrovertible evidence of the correctness of the charge in the Report of the President's Commission on Higher Education that college teaching is the only major profession for which the practitioner is given no specific professional preparation.

## V

The fourth problem to which we address ourselves grows out of the question of the supervision of class activities. The novice in every profession is assured of well-intentioned if not helpful supervision and guidance by experienced colleagues of proved competence. This responsibility toward the beginner is generally recognized as a professional obligation and provision is made for it. But again, in college teaching we usually find an impressive exception. The young university graduate is entrusted with the teaching of college classes, often with no more assistance than is afforded by a catalogue description or a syllabus of the courses he is to

teach. In a way not yet defined, he is expected to become familiar with this essential background of information: the preparation of his students, the place of his course in the design of general or special education of the college, prescribed minimum standards of student achievement, and the common or the preferred teaching procedures of his colleagues. He is rarely introduced to the students and, as a rule, no one in authority is overly curious about what happens in his classroom. College teachers of long experience whose classes I visited—with their permission—make me more or less welcome and then generally add, "in all these years, you are my first visitor." We college teachers are a law unto ourselves as far as teaching procedures are concerned, but not all of us have that insight into the total educative process which equips us to be the sole judges of our teaching effectiveness. Because teaching is a difficult art, the novice, even with the best intentions, repeats the errors that are born of inexperience. In most colleges there is little interclass visiting of colleague by colleague. Except in large urban centers, visiting classes in sister institutions is prohibitively expensive and very inconvenient. If, by some special arrangement, the practical difficulties were removed, we would find that in most colleges, continued class visiting requires a high tolerance for the frigid atmosphere. I have been told repeatedly by those who dared risk administrative displeasure, "It just isn't done in higher education; class visiting is high schoolish," than which, of course, there is no greater condemnation. Chairmen of departments are selected by the administration, or by fellow teachers, for many good reasons but rarely because of their insight into teaching and their ability to influence the character of the teaching of their departmental colleagues. Only in exceptional circumstances does an academic department, under the leadership of its senior officer, address itself to devising mechanisms for continuous self-appraisal of curricular materials, of teaching procedures, and of means for measuring the influence of these on students and faculty. New courses are born of departmental imperialisms and are sanctioned, all too often, as a result of compromises within the appropriate faculty agency. But new courses, as a rule, are taught by existing methodology. Because the drive for new courses exceeds, by far, the quest for improved teaching techniques, we find, using Phil-

pott's figure of speech, that in the great feast, the victuals remain the same—only those who sit down to eat, change.

## VI

We have examined, quickly and of necessity incompletely, only four major problems in college teaching: lack of responsibility for discriminating recruitment; an over-weighted curriculum that lacks intellectual design; teaching practices that are not shaped by identifiable purpose; and absence of constructive supervision of classroom and lecture hall practices.

We shall not here discuss the problems that stem from overlarge enrollments that tax the facilities of the college; nor from the inadequate preparation of those students whose admission is determined by considerations only remotely related to the primary purposes of the college; nor from the irreparable loss of superior faculty members because of the successful competition set up by private industry and by government. Nor shall we discuss the problems that spring from anemic budgets that have long been stretched beyond the point of maximum elasticity. Not that I minimize these by an iota. The selection of the problems is imposed by the subject of the conference, "The Preparation of College Teachers."

Contemporary movements in education intensify the need of special preparation for the college teacher. Increasing enrollments in higher education seem almost assured if world peace is attained; neither industry nor organized labor is hospitable to high-school graduates aged 18 and 19. The young people of this age must not be allowed to feel that there is no place for them in the scheme of things; the success of the two-year post-high-school units—the community colleges and the technical institutes of applied arts and science—will require a teaching staff that is prepared to quicken the crystallization of the objectives and the curriculums of these schools. The increasing variations in the aims and in the preparation of our students of tomorrow will require a greater focusing on the art of teaching. New subprofessional callings require the formulation of new curriculums and intensify the need for sound basic general education. The urgent

demand for shortening, not only the period of general and technical education for the professions, but also the period of economic dependence, calls for reappraisal of teaching techniques so that more may be taught more effectively in less time. The demand for better preparation of college teachers is, to be sure, intimately associated with the aspirations of our profession, but it is just as closely related to the significant social and economic trends of our day.

## VII

What then should be the scope of preparation for college teaching? Whatever the proposal, it must be based on a selective recruitment by the colleges and the graduate divisions of the universities. There must be successive appraisals of prospective college teachers as the graduate faculties come to know their students. In the light of these appraisals, it may become necessary to discourage some of these from further effort towards teaching. The emotionally unstable and the obviously mediocre should not be permitted to continue and thus increase the implicit commitment of the university to individuals at the expense of a profession.

Once selective recruitment is assured, it is obvious that adequate scholarship must be the first requisite for college teaching. The corollary that flows from this requisite is that the graduate faculty must be the sole judge of the quality of the scholarship it seeks to develop and recognize. Responsibility for curriculum and standards is resident in the faculty. Any splintering of that responsibility is fatal and is in violation of the best traditions of unfettered higher education. It is argued that the appointing authorities have a voice in the matter of the preparation and equipment of people to be appointed. With that position we agree, but, by and large, the faculty, through its representatives, must have a deciding voice in the nomination of teaching personnel.

The genuine scholar has profound respect for creative scholarship although he himself may not have creative ability. He evinces an abiding enthusiasm for the work of those who labor on the frontier of knowledge. It is an enthusiasm which he persistently tries to transmit to his students. I cannot agree with the writer who

decried the work involved in studying the antennae of the cockroach in the Paleozoic Age. I am prepared to assume that an adequate understanding of these antennae may give us a deeper understanding of the nature of the universe. Surely those who laughed at the study of lice on rats did not laugh long. A research biologist whose field of competence is highly restricted drew this lesson from a lifetime of specialized but fruitful inquiry: When we attain the full knowledge of a single living cell we shall be able to banish illness, promote vibrant health, and perpetuate the richest promise of human beings. The pansophists of an earlier day might have said: To know the whole story of one living cell is to know man and God.

Breadth of interest and scholarship is a second factor in the appraisal of the prospective college teacher. One who is indifferent to music or any of the arts is unprepared to teach literature as an aesthetic element in the curriculum. The effective teacher is quick to recognize the relationship of his subject to kindred experiences in other subjects. The student who characterized her course in American Literature as the best course she had ever had in American History paid her teacher a rich compliment. Breadth of intellectual equipment may also be gauged by the depth of understanding of the discipline, the logic, the methodology, the grammar of the subject matter which a man teaches. Devoid of discipline, the factual materials have little significance even as fact. With it, the factual structure takes on an enduring vitality. For what are the disciplinary consequences of a study but all that remains after we have forgotten? And much remains after we have forgotten, or else most contemporary psychology is mired in hopeless fallacy.

Third, we ask for professional preparation for teaching which includes an understanding of the learning process, of the psychology of motivation, and of the preparation of curriculum materials for teaching. In addition, we must include progressive experience in supervised college teaching. Out of this professional preparation we hope there will emerge the habit of critical appraisal of one's own teaching.

And, finally, all prospective teachers, and surely college teachers, must acquire an uncompromising determination to combat all these

forces which tend to enslave the human spirit. Through what a man teaches and how he teaches it, and through his attitude towards students as individuals, he must ever set a guard against these enslavements from either the right or the left—the right, rooted deep in social sanctions; the left, rooted as deep in iron discipline and relentless pursuit of the dissident. Such a teacher, free in mind and unfettered in spirit, is a positive force in the lives of his students.

## SPEAK THE SPEECH

By R. L. IRWIN

Syracuse University

One might suppose that any speaker, especially a college professor accustomed to lecturing, would be aware that the minimal requisite of speaking is audibility. The point is so obvious that the sight of it in print is nearly comical. Yet of the speakers one hears at conventions, in lecture halls—almost any place but on the radio, some of them can scarcely be heard at all, some can be heard only by a part of the audience, some can be heard only with effort, and few can be heard comfortably by everyone.

I submit that these facts, to which we can all attest, are, especially as they apply to teachers, outrageous.

In the past couple of years I have sat through at least ten inaudible lectures. One was given by a world famous authority on Van Gogh. The man's arrival had been heralded in the press and on posters. The large auditorium was filled. Seated in the balcony, not very far from the speaker, I heard nothing. Nothing, that is, after I stopped straining and cupping my ears. His volume would have been barely sufficient for a small classroom. About six hundred people had troubled themselves to attend the lecture, but only on the assumption that they would be able to hear it. Had they learned beforehand that through caprice, or social unconsciousness, or whatever it was that motivated the speaker, he would not allow them to hear what he said, they would have stayed away. And so in effect this mild, scholarly, and no doubt virtuous man betrayed their confidence and most absolutely cheated them.

Later, in a much smaller room, I was in the audience when a classical scholar read a paper. This gentleman had come all the way from Harvard, as I understood it, just to read this paper. Again, a gullible audience had gathered. Respectfully they sat in attitudes of attention while he muttered his way through his work.

Those people immediately in front of him might have heard, or I should say overheard, most of what he read. I, not twenty feet away, did not. And those dupes at the top of the small amphitheater surely heard never a syllable.

The other inaudible lecturers all followed the same pattern. One, a lady professor lecturing on music, sat profile to her audience as she illustrated certain themes on the piano, then lectured to an invisible confidante facing her on the other side of the instrument. I saw slightly moving lips and heard what was apparently verbalizing, but no words reached me or anyone near me.

Nor are my colleagues in the field of Speech always audible. In fact, the worst case of soundless lecturing I have been recently exposed to came from the lips of a rhetorician at a speech convention. This man had a microphone that was attached to four loudspeakers in a moderate-sized ballroom. And still he did not make himself heard. As he moved through his very long paper, some members of the audience stopped trying to hear and commenced chatting among themselves. There were several such groups before he had finished. He was, of course, quite unconscious of their activity.

Suppose, in any other platform situation, the performer went unheard. Suppose a violinist were to give a concert in which he displayed expert fingering, phrasing, interpretation, but all in pantomime because he had neglected to put resin on his bow and so his instrument was silent. It is an absurd thought, but hardly more absurd, it seems to me, and no less appropriate to the occasion, than for a lecturer to be inaudible. And being audible, barely audible, is not enough. Implicit in the contract between speaker and audience is the stipulation that he be easily, effortlessly audible.

Now, it is not as though being audible took special skill and long practice and favorable natural endowment. Anyone can be easily audible in almost any speaking situation. Why, then, are so many lecturers hard to hear? The melancholy fact is that they do not know any better. So innocent are they of their duties as speakers that whether or not they can be heard never crosses their minds. They must assume they can be heard on the utterly childish evidence that they can hear themselves.

Any lecturer anywhere can do one of two simple things to assure his being heard. When he starts he can, with no irretrievable loss of dignity, ask, "Can you hear me back there?" and adjust his volume according to the response. Or better, he can enlist a confederate who will sit at the back of the house and raise his hand at any time that hearing becomes difficult.

It does not take the courage of a Wendell Phillips for a lecturer to resolve to himself, "I will be heard." It takes only a voice mechanism that is not pathological and a decent respect for the feelings of others—those trustful, friendly, interested people who are so concerned with what one has to say that they surrender the better part of an afternoon or evening to sit silently while one person does all the talking. One can, at the very least, reward this most flattering assemblage by making oneself heard.

## STATE UNIVERSITY PROFESSORS MEET THE STATE

By A. C. KELLER

University of Washington

According to an old definition a professor is a man who went to college and never got out. But in the northwest corner of the United States, at the state-supported University of Washington, they are changing all that. Washington professors cavort with farmers and businessmen, show Charlie Chaplin films to children, are interviewed on the radio, and make the morning headlines. All this is part of an imaginative program to bring the university to the community.

The old conception of the university as a closed corporation which serves a restricted intellectual class was, presumably, discarded long ago. But university traditions change slowly, and in practice the contacts with the world outside have remained almost as limited as in the heyday of aristocratic education. Under these circumstances the ability of universities to maintain themselves at public expense can only be explained by a widespread faith in the value of education and research.

In Washington, which is a young state, this faith is not what it is in Massachusetts or New York. The plain people demand to be shown why tax dollars should be used to support investigations on the nature of adiabatic and baroclynic waves or on the morphology of Old High German. The vague claim that the universities develop "leadership" is not enough here. If the University of Washington has in recent years been able to launch a vast program of expansion, it is not because the benefits of education have somehow made their way over the state's rugged mountains or through its heavy forests. Vigorous action was needed, and one of the forms which it took was the "Community Forum Program." Eight years ago, both to bring the university to the people and to bring good will and money to the university, the Adult Education

Division undertook an intensive campaign to establish contact through its best representatives, the professors.

## II

Along with its usual activities, the Adult Education Division organized what Washingtonians proudly claim as their unique contribution to the field of university-community relations. Conceived in 1942 by two leading professors, Linden Mander of Political Science and Curtis Vail of German, and the then registrar, Irving Hoff, the Community Forum Program has educated its touring professors, who knew that Paris is not France, to the equal truth that Seattle is not Washington. It has enlarged the vista of provincial professors who knew only London, New York, Shanghai, and San Francisco, to embrace Walla Walla, Skykomish, Ilwaco, and Twisp. It has stimulated thinking in isolated hamlets without movies or libraries, in communities sheltered by high mountains from the "benefits" of radio.

The Community Forum Program is as rugged as the terrain which it covers. Neither the Program nor this state is designed for your city-slicker professor who will give you a lecture all right but expects to travel by train and be put up in a fine hotel. The Community Forum Program is full-time work in the backwoods.

Like the myriad of other activities of adult education, this one is under the supervision of the energetic director of the Division, Lloyd W. Schram. Each quarter three (sometimes only two) professors take off in their own or university-supplied automobiles to speak and discuss wherever and with whoever wants them. The professors travel separately and are never in the same community at the same time. Except for the winter months, they spend most of their week-ends at home. (In winter they return to Seattle seldom. Icy roads and snowy mountain passes defy even the strongest family attachments.) Childless professors sometimes take their wives with them. The Community Forum even served as a honeymoon for one newlywed professor.

In its eight years the Program has sponsored 3850 lectures and discussions in approximately two hundred communities. In an average week a professor will drive about a thousand miles and

make about eight speeches, to audiences ranging from fifteen to two thousand people and averaging about 120. There will be days when he has no engagements, others when he speaks at a high school in the morning, a Rotary Club at noon, a women's club in the afternoon, a Kiwanis meeting at dinner, and an open community gathering at night, sometimes in scattered places. One professor, Williston of the Far Eastern department, once made eight speeches in a day. After a quarter of Community Forum the professors usually feel that they could conduct an election campaign for relaxation—and win.

The junkets are carefully planned in advance in the office of the Program's executive secretary, Mrs. Helen Wilson, whose capacity for finding something "perfectly lovely" in the most irritating situations has become a mainstay of the program. (Professors are free to scare up additional engagements on their own hook, and usually do.) The smoothness of the preparations can be gauged from the fact that there has been hardly a slip-up in eight years, an amazing record for professorial personnel.

### III

What do the professors talk about on their tours? The sixty professors who have participated so far have represented twenty-five departments of the university. Each professor announces three to six topics, usually in his field of teaching and research. The topics may be timely (such as Melville Jacobs' on race theories, during the war, or Edward Ching-T'ien Fei's on China's economic problems, during the current quarter), but in any case they must be of general interest. The following list gives some idea of the range of subjects treated: cosmic rays, the growth of American music, adult education in Scandinavia, women in the modern world, problems of the fiction writer, how to acquire a good vocabulary, the Washington state tax system, origin of the Grand Coulee, problems in inter-school athletics, your child's health quotient. Whenever feasible, lectures are illustrated with slides or films.

The Community Forum Program justifies itself by the mutual benefits it affords. Audiences in isolated communities—especially school teachers—find in the visits of the university professors a rare

opportunity for contacts with the outside world. Washington roads have an uncommon number of dead ends; orchestras, lecturers, and concert performers do not *pass through* Glenwood or Republic or Nooksack or Trout Lake. A town at the end of the line, nestled—as the guide-books may tell you—in the bosom of Mount Adams or Mount Baker, does not attract outsiders. The local populations are amazingly inbred for so new a region.

The people in the back country acquire certain factual information from the lectures and discussions of Community Forum. But more important by far is the stimulus for thinking about contemporary problems. A speech in Bellingham or Newport on tolerance is worth while, not because it disseminates facts about F.E.P.C. in New York, but because it raises questions which will be aired in the community for a long time to come. This emphasis has led to a recent proposal that in election years professors present basic material on election issues.

One practical bit of enlightenment has to do with the popular conception of college professors. Small-town business men and farmers are continually surprised to find themselves understanding what the professors say. They find professors pretty normal human beings, who know how the last football game came out and can join in a game of bridge or poker. There is a gradual hacking away at barriers which stand between the university and the public. There comes into being, in the course of time, a predisposition on the part of the people to avail themselves of the university's services, both for their children, in Seattle, and for themselves, through Community Forum, the touring theater, extension and correspondence courses, and the hundreds of educational films made available to the communities.

#### IV

But the professors are the ones who profit most dramatically from the work of Community Forum. It is probably through their enrichment that the state benefits most and that the university expands its understanding of the people it wants to serve. The Community Forum Program can take a professor who has been in Washington one year and never left Seattle, and make of him a man

who knows the state and burns with enthusiasm to do something about it.

What the professors learn is in large measure the same as what a sociable newspaperman or salesman or tourist would learn by travelling for three months in a single state. They usually visit all the mines, mills, factories, orchards, and lumber camps that they have time for and gain a fair appreciation of the state's economic activity. (One professor who let his curiosity get the better of him spent an uncomfortable hour before dinner in a funeral parlor learning the ins and outs of embalming and burial preparation.) Then there is the scenery. There is, in fact, rather too much scenery. Not that one ever becomes impervious to the mountain peaks or to the charm of the omnipresent Columbia. Nor is it merely that one gets plain tired of scenery after a while. One almost grows to hate it.

For scenery, as more than one venerable theorist from Strabo to Buckle has said, influences culture. And the influence in Washington is not good. College students may scoff at Herder or Montesquieu—what are mountains in the age of the automobile, the airplane, and the snowplow? Community Forum professors know that geography and climate matter. They know from attendance records that the schoolhouses are often as empty during the winter as the halls of Congress before an election.

Some of his education the touring professor (or "travelling teacherman," as a child once called me) acquires through his work rather than through general observation. He comes to know what things people are likely to be interested in, and how these things have to be presented. He finds out that the average audience has to be entertained, that the way to arouse interest in his subject is to make people laugh. Many of the professors learn this the hard way. One man recalls how his maiden effort was received with painful frigidity by a Ballard Rotary Club. Jolted out of his classroom complacency, he feverishly overhauled the whole lecture, thereafter replacing every literary allusion with a joke and illustrating every theoretical point with wise saws and modern instances.

This is not to say that audiences in Washington want to laugh only. They want to learn too. Tell a group of businessmen that

you are about to launch into a philosophical explanation, or ask a thousand pardons for turning the dining room into a classroom, and they will listen in rapt attention.

But meetings of Rotary, Kiwanis, or Lions clubs are not designed for intellectual uplift. It is, generally speaking, elsewhere that one carries on the sustained serious discussions. And there are, happily, plenty of groups with lively intellectual interests. Even literary interests crop up in strange places, and on a relatively mass scale. Once in Port Angeles (pop. 14,000), having a free evening, one professor found that a telephone call at dinner-time to a key person was enough to produce an evening gathering of twenty-five men and women who wanted to read Chaucer.

Though not all Washingtonians are intellectual giants who spend their time reading Chaucer, the professor considers that he has a fighting chance, so long as his audience, whether educated or ignorant, is reasonably homogeneous. But the cards are stacked against him in the small community in the Cascades or on the Methow River where the whole town turns out and the professor is confronted with an audience ranging in age from three to seventy-three. His remarks are about as audible as the chanting in a Chinese opera in San Francisco.

High-school students are usually good listeners, and sometimes their questions and comments are of the highest order. Occasionally, though, they are so unruly as to make any presentation impossible. Hardened as the professors become to speaking under poor conditions, at least once recently the noise was so unnerving that a professor ended his talk, which was scheduled for thirty minutes, after five. There is, in a few places, an astonishing lack of *savoir-faire* as well as of courtesy. One professor, for instance, was asked by an elderly school superintendent whether he wanted to be introduced or preferred to "start right in."

## V

Of the groups addressed by Community Forum, the two which make up the majority are the businessmen's clubs and the high schools. It is, therefore, with these two classes of institutions that the professors become most familiar. The professors and the

businessmen get along very well. The businessmen are pleased that the university considers them worthy targets of an educational program and are glad to pick up a little extra knowledge at lunch or dinner. They seem to like the professors' easy manner and their healthy interest in local affairs. The professors manage to establish good rapport without back-slapping or talking down. This is probably because those who administer the Community Forum Program are careful to choose men who enjoy people. (Mrs. Wilson rates this quality even above good health and physical stamina.) A professor can become one of the boys without taking off his jacket, loosening his tie, and swearing.

The professors in turn like the businessmen. If most of their ritual is silly, there is not really much pretension. They make no attempt to appear profound, they have no desire to change the world. Rotarians are proud of the wading pool which they built in the town's central square and of the summer camp which they sponsor. Though most of their charity takes the form of mere dollars, there is sometimes a genuine concern for their fellow men. A Lions meeting in Woodland last December began as a drive to collect Christmas toys for indigent children and ended as an all-out campaign to improve the economic conditions of the poor families in the area. With all the limitations which businessmen show (they all want money, they are all Republicans, they all want a certain cultural veneer), the professors find them courteous, responsive, and refreshingly unpretentious.

Much less pleasing on the whole is the professors' impression of the high schools, which are perforce the cultural centers of the small communities. With here and there an exception, like the excellent new high school in Tonasket, the schools do not discharge their responsibility. They do not assume the rôle of intellectual leadership; they do not even do a good job of educating the children. Teachers and administrators (because of the poor quality of training in the teachers' colleges, according to some professors) lack the breadth to lift backward communities out of their cultural doldrums.

But this is only part of the picture. Many of the small communities have no desire for decent schools. The rural populations, prosperously settled on the land, have no cultural aspirations for

their children and frequently deny the school people the most elementary cooperation. Where fathers will take their boys out of school for fishing or hunting trips, where even the children show no interest in doing more than working the paternal farm, it is a joke to speak of improving staff or raising money to teach a laboratory science. Add to this the fact that distances often make consolidated school districts impractical, and it is clear that even the few gifted teachers and principals are facing fearful odds.

The Community Forum Program is an important medium through which the university acquaints itself with the needs of the people. The professor who has barnstormed Washington, being one of the live agents upon whose vision the success of the university depends, naturally asks himself some searching questions. He wonders, above all, on what grounds the state's progressive reputation rests. He has learned that there are few towns in the state where a Negro (even of the stature of Dorothy Maynor) can spend a night in a hotel, that neither civil servants nor teachers are protected by any state system of merit or tenure, that Filipinos and Orientals are ruthlessly exploited in the valleys, that the tax structure is among the most regressive in the country, that the voters defeat bond issues for the construction of desperately needed schools.

He has visited and been properly stirred by Bonneville and Coulee Dams and has seen McNary under construction. But his enthusiasm has not been unqualified. He is not sure that the spirit which reigns in the state will enable it to make good use of the power which technology is putting into its hands. It may be that his very doubts, and the doubts of a few other men here and there, are the harbingers of advance. For he has found more healthy skepticism, more sobriety and balance, in Wenatchee and Okanogan than in Washington, D. C. and Olympia. It may be that the attempt to bind an expanding university and its two million patrons into some kind of intelligent, harmonious whole is a part of the foundation on which Washington's progressive future is to be built.

## WHAT DOES A DEPARTMENT OF EDUCATION BELIEVE?

By the DEPARTMENT OF EDUCATION, LEWIS AND CLARK COLLEGE

In the Summer, 1949 issue of the American Association of University Professors *Bulletin* appeared an article by Harold L. Clapp in which the thesis was set up that departments of Education in the colleges and universities have a "stranglehold" on education through their control of the preparation of teachers. In the Autumn number came a reply by David Donald Malcolm, in which the thesis is supported that the real stranglehold "is the persistence of traditional authoritarian methods in our classrooms despite the fact that over and over again they have proved themselves to be inadequate for the purposes of a democratic society." In these two articles we have two points of view, for both of which many proponents can be found. But something more representative of the general point of view of both academic and education departments seems needed.

We have sought to draw up a statement of the faith of a Department of Education. This department in our college consists of four full-time members and of four others who hold graduate degrees in Education and assist in the teaching of our courses, but whose main duties are administrative. These eight persons were not selected to represent any point on the scale of conservatism and progressivism in Education. We believe they are fairly representative of the scale, with a little weighting toward the progressive end.

Two members of this department, Dr. L. E. Tomlinson and Dr. L. O. McAfee, were inspired to write in response to Clapp's article. The two manuscripts were circulated in the department, then discussed in a staff meeting. Dr. McAfee was instructed to combine the best of the two manuscripts in a positive statement of our faith, which would be in a sense an answer to such critics as Dr. Clapp. The resulting manuscript was submitted to the members of the Department, with a request that they state, first, whether they subscribe to the basic statements in italics, and, second, whether

they are in accord with the general trend of the development of the basic statements.

Such a project takes time, and before it was completed came the Winter, 1949 number of the *Bulletin*, with two more articles on the issue. Each of these helps us to see certain aspects of the problem; but it still seems that a more comprehensive statement of the creed of a department of Education would help those who wish to get a whole view of the matter.

## II

*We believe that the quality of the persons who finally go into teaching is the fundamental criterion by which to evaluate all policies in the preparation of teachers.* We mean the quality of the finished product, which depends both on the quality of candidates who are prepared and the quality of the preparation we give them. If the amount and kind of preparation demanded, in relation to the rewards that may be expected, are such as to exclude the best, then those demands must be modified. The bases of selection must be comprehensive, including at least attractiveness of personality, good character, interest in the young, the traits of leadership, general culture, and good general scholarship. We have definite evidence that all these things can be improved during the progress of preparation, but a certain minimum at the beginning of preparation is indispensable.

Minimum standards that are fairly objective in nature may be agreed upon. These may be made the requirements of a state teacher's certificate. But a state department of education can never go very far in qualitative selection. The institutions that prepare teachers can go further. The consensus of judgment of those who know the candidate may be valid, even on traits that cannot be objectively measured.

The ideals must often be compromised in the face of real situations. Enough teachers must be certificated to fill the classrooms of the schools. During the war emergency a large part of all new teachers were certificated on a substandard basis, and many are still being so certificated for the elementary schools.

The available evidence shows that the teachers as a whole have been selected or have selected themselves from the upper half of the

total population in general ability, but that the level of ability is higher in such professions as medicine and law. Financial rewards are also higher in those other professions. Probably the teaching profession has attracted as high a level of personnel as any occupational group with the same economic compensation, with the possible exception of the ministry. As soon as the supply of trainees exceeds the demand, we must decide how far to make the standards of selection more rigid, and how far to enlarge the scope of preparation.

### III

*We believe that the total pattern of preparation of teachers should make them generally well educated persons, equip them well for the subject-matter they are to teach, and provide a moderate degree of professional understanding.*

Requirements for the bachelor's degree in the colleges and universities aim to insure some breadth of general education. Teachers in Education are in accord with the principle behind these requirements, and many of them feel that they should go further in insisting on orientation in each large field of human experience. This aspect of preparation is represented in the National Teachers Examinations; many of us feel that it should have a larger place in these examinations.

The degree of preparation in the subject-matter to be taught naturally depends on the range of that subject-matter. Elementary teachers ordinarily cover the whole range, and the problem is to see that there is no field in which they are not moderately well informed. In the small high school the range must also be large, and a relatively high proportion of teachers get their first jobs in the small schools. About 40% of the high schools of the United States have fewer than one hundred pupils. Excessive preparation in one field of subject-matter may defeat this end as much as excessive professional courses. The dean of the School of Education in a large state university once remarked that his chief reason for encouraging students to major in Education was to help them to get more subject-matter to teach. Studies of placement records have led to the conclusion that it is ordinarily wise for the prospec-

tive high-school teacher to meet at least minimum standards in three broad fields of subject-matter.

Because of these subject-matter needs, we must be satisfied with a very moderate amount of professional preparation in a four-year program. There has been a gradual evolution toward the organization of three basic fields of professional understanding: of the total scheme of education in relation to human society, of the learning processes and the factors that influence them (ordinarily in a course in Educational Psychology), and of methods and procedures to be used in the classroom to implement these learning processes. Some states require in addition an understanding of the state system of education. The trend is toward a reduction in the number of hours of professional preparation required (Lester B. Sands, *An Introduction to Teaching in Secondary Schools*, p. 13). When a committee of the American Association of University Professors studied the matter (March, 1933 *Bulletin*), they found an average requirement of 17 semester hours in Education in the four-year programs of preparation. The minimum requirement in our state (Oregon) at the present time is about two-thirds as much, and of this about one-third is in supervised student teaching, which is a combination of subject-matter and method. The typical pattern of student teaching at the present time is one in which the candidate lives within a classroom for at least a semester, first becoming oriented to the situation, then gradually increasing the degree of participation until for a time he has full leadership in the class. Surveys have shown that teachers generally look back upon this experience as a very valuable part of their preparation.

Even in the five-year program of preparation, Education may have as little as thirty-two (32) quarter hours. It seems reasonable that when a fifth year is added to the period of preparation, the professional element may be somewhat enlarged. On the one hand, the candidate should get a larger view of Education by the study of its history and philosophy; on the other hand, he may study in more detail certain important aspects of his work, such as counseling, measurements, visual aids, and the status of the profession. Subject-matter also should be broadened and deepened in this fifth year. The above plan permits two-thirds of the work of the fifth year to be in subject-matter fields, even when the

undergraduate work in Education has been held to the minimum of 17 quarter hours.

#### IV

*We believe that the entire college faculty should influence the program of selection and preparation of teachers.* Academic professors should participate in both the formulation of the policy of selection and in its administration. In our college such a policy has been recently adopted after a study by a committee in which representatives of the academic departments took a leading part. Testimony of academic professors will predominate in determining whether a given candidate meets the standards that have been set up.

Both the requirements for a major field and the requirements in Education should be subject to general faculty control. We could not, in our college, increase the hour value of any course in Education, or make any course a requirement, without the approval of the Curriculum committee of the college. Except in the case of those preparing for elementary teaching, the advisers of students on the undergraduate level are in subject-matter fields.

We believe that student teaching on the high-school level would be greatly improved by more active participation by the academic faculty. The student teacher should confer regularly with both subject-matter and professional leaders. Both should, if possible, visit him in his teaching.

College teachers should also take a more active part in influencing the program of the public schools. They have a very valuable contribution to make. In a democratic society no one element of the population should control the schools. The value of the contribution of college leaders will depend on the degree to which they give serious study to the problems of public education and the degree to which they let the results of such study take the place of preconceived notions and ideas growing out of vested interests. (One member cautioned against this influence leading to a restoration of domination of the high-school program by college entrance requirements.)

#### V

*We believe that thoughtful reflection based on scientific findings is as*

*important in Education as in any other field.* The tests of worth that are applied in any scientific field must be applied to Education. Some scientific discoveries are so comprehensive in scope that one does not seek to justify them by specific applications; applications are sure to be made later, and they underlie the scope of our understanding in a fundamental way. A few such findings have been made in the field of Education, such as Terman's discovery of the relations between genius and social adjustments in the schools. But many more of the findings of scientific studies in Education have quite specific applications.

Sometimes these findings seem to be mere corroborations of what we already knew—more exactly, of what we thought we already knew. For sometimes the scientific study has shown that the things we have believed for a lifetime are not true. We meet such things over and over again in the field of Education. If anybody doubts the truth of a common belief, it is worth while to investigate it scientifically.

Scientific work in Education is subject to the limitations common to the social sciences. As William S. Cole said in the same issue of the American Association of University Professors *Bulletin* that contained Malcolm's defense of the importance of method in Education (Autumn, 1949), the basic reason why the social sciences have not been as successful as the natural sciences is that their subject-matter is more difficult; that the social scientist deals with more variables. For this reason many of the scientific findings in Education are far short of finality. Yet the person who is acquainted with these findings is better prepared to do good thinking on educational problems than is one not so equipped.

The accumulation of both scientific discoveries and philosophical thinking has brought about the evolution of Education as a "subject to be studied." Of course it is also "a process and a result," as Clapp points out. The same distinction may be made of any other subject in the curriculum; economics, government, biological phenomena, physics, chemistry, etc., are both processes that go on toward certain results and subjects to be studied. In Education and in all of these other fields, good thinking will be dependent on thorough knowledge of what others have discovered and what others have thought in the field.

## HEAD OF THE DEPARTMENT

By H. L. CREEK

Purdue University

I must explain how it all came about. It was at a meeting of the Modern Language Association. Christopher Trimmer, distinguished professor of English literature, just retired, E. Gregory Jones, distinguished head of a great department of English, and I, also head of a department of English, but of a department in a small technical college, had been talking over our experiences as graduate students when we had been together in one of Professor Manly's classes in *Piers Plowman* forty years before. Trimmer started it.

"I have always had a suspicion that being head of a department has a very bad effect on character," he said. "Of course it's probably worse to be a dean, and perhaps still worse to be a president, although a college president, like a President of the United States, is hardly to be tested by ordinary moral codes. But a head, between the devil of the administration and the deep sea of his staff, is in real danger of corruption. How about it, Gregory?"

Jones looks like a United States Senator. He has built up one of the strongest departments in the Middle West if not in the entire country and knows that his success is beyond question. Himself a scholar of sound reputation, he can afford to be cynical.

"Of course," he replied smilingly. "The morals of a head of a department are as good as those of his institution. The morals of the institution are as good as those of the community it serves. And the morals of a full professor even—I mean any teacher who manages to get along in his institution and his community—are no better. And I am making no exception of you, Christopher."

"I can't agree with you," retorted Trimmer. "A teacher and scholar is protected from the pressures that insidiously undermine

the moral integrity of the head or dean. I am studying the moral basis of college and university education, and the problem of the department head is one approach. You don't want to hear the President's address this evening. We'll have dinner together and then go to my room for a good discussion. I'll pay for the dinners if you'll promise to be honest in telling about your experiences."

"But is this going into a book?" I interposed.

"It is possible," Trimmer answered with a grin, "if I can get a publisher."

And although nothing more was said about a book or article, I never know what Trimmer may do, and so I am anticipating him by giving my account of the discussion we had on that chilly evening in December in a room on the tenth floor of our hotel.

## II

Trimmer began by asking how we got to be heads in the first place.

"I have had chances to be a head of a department," said Trimmer. "But I declined. I didn't want to be mixed up in that sort of business. My character is not the Rock of Gibraltar, and I couldn't take the risk. How did you get into it?"

"I suspect you never became head because you never were offered a decent headship," said Jones. "I became head because I was offered a department with a future, and was promised enough money to make it first-class. If I hadn't had that assurance, you may be sure I wouldn't have accepted."

"Yes," said Trimmer. "But why were *you* picked out and brought from another institution to assume that particular job in a big state university? I can tell you why. It was because you had the reputation of getting along with people—that is, getting along with superiors in the first place, and perhaps of being able to make an impressive appearance on a public platform. Of course the fact that you had published a book and were supposed to know something about Chaucer helped. But that was secondary. You were chosen because the president and the dean of your university thought you would do what they wanted done and would not be too much of a nuisance in meetings of the university senate. And how about you?"

This last question was addressed to me. I was slightly embarrassed.

"My answer may sound egotistical," I replied hesitatingly. "The reason was that I had stepped into an emergency when the head of my department was ill and had proved that I could handle the situation."

"What do you mean by that?" asked Trimmer.

"Well, I saw that classes were met, that absence reports were turned in, that grades were reported to the registrar on time, and that the pay roll was prepared at the end of the month. It is surprising how few teachers are able to perform these elementary duties. Apparently I was successful. Next year my salary was raised two hundred dollars, and when my head was forced to retire because of poor health, I was offered the headship. I was a bit surprised, but naturally I was gratified."

"Nor," I went on to say, "do I think that my moral character has suffered because of my performance of necessary duties. In fact, with all due humility I am willing to have my moral character compared with Christopher's."

"Now I see why *you* were made head of a department," Trimmer continued inexorably. "It seems that you were a good errand boy. A very good errand boy, in fact. I suppose you even took classes neglected by others if that seemed necessary. You were Johnny-on-the-spot. And so was Gregory, I suspect, though in a slightly different way. Well, I'll agree that there is a sort of moral quality in doing the work of an office boy faithfully and efficiently. But I hardly regard this as indicating moral grandeur. So far as that is concerned, I'll even guarantee that both of you keep regular office hours."

"Well, hardly," said Jones. "I have too many engagements off the campus. Besides I have an efficient substitute in Dr. Abernethy, the departmental secretary. He handles all office details very well. I resent being called an office boy. At least I should if I thought you were serious. I give my attention only to important matters of policy or to difficult problems connected with the staff. The University has never expected me to spend time on unimportant details."

"Perhaps you are right," conceded Trimmer with some irony in

his tone. "At least I'll let it go at that. You have been what is called a successful head at least. I believe you said your department has had six articles in the *Publications of the Modern Language Association* during the past year, more than any other institution I know of, and who knows how many other articles in the other journals? There have been three books based on what is called solid research. You have a poet to give literary dignity to your department, and he really is pretty good even though his code of morals and manners is regarded as eccentric by some of your colleagues in conventional departments like mathematics and religion. You seem able to place your Ph.D.'s in acceptable institutions. You told me that two of them have recently been made heads of departments, and one got a place where he can direct research in the 16th century nondramatic literature. But that has nothing, so far as I can see, to do with what I am getting at. Now let me ask you—both of you—" with a courteous nod in my direction, probably to mollify any resentment I might have because he had mentioned achievements with which I could not compete, "what is the chief duty of a departmental head?"

"To get good men in his department," answered Jones without hesitation. His voice vibrated with conviction. "It's all in that. And then encouraging them to produce."

"I suppose Henry will agree to that," said Christopher. "Do you?"

"Yes," I answered. "Except that I should encourage my good men to do good teaching first and then turn out articles if they have time."

"Even I agree to that," said Jones, smilingly. "Except that I cannot conceive a good research man who is not a pretty good teacher—at least in his own field."

### III

"We seem to have difficulty in getting down to brass tacks," said Trimmer. "Gregory, you are a humanist. You have written enough to make it clear that the naturalistic and nihilistic trends in recent novels and recent criticism portend disaster unless they are checked. That being true, I don't see how you can ever recommend the appointment to your staff of any man who does not have

a humanist philosophy himself. Perhaps, by leaning far over to the right, you might accept also a good Methodist or even a good Catholic. But naturalist—never. Now how about your poet? And there is Professor ——,<sup>1</sup> whose recent book has been hailed by scientists and psychologists as one of the best defenses of the naturalistic view in recent years. You were responsible for both these appointments. How about it?"

Jones smiled tolerantly. "I suppose you have heard of such a thing as freedom of thought, freedom of speech. What right has any administrator to suppress the expression of any current opinion because of his power of selecting staff members? As a matter of fact, he doesn't have any such power. At least he has very little power. If he is to be successful as a head, if he is to survive, if he is to be decent even, he must not refuse opportunity for the expression of any of the current attitudes toward life. Naturalism is one of these. Therefore I cannot refuse to permit naturalists on my staff. Nor would I refuse to consider a Thomist or even a Mormon."

"How about a Marxist?"

"Naturally not a Marxist," said Gregory decisively. "Marxists are not acceptable in this country, and certainly not in my university. The president and trustees see to it that no subversive persons obtain permanent positions on our faculty."

"In other words," said Christopher triumphantly, "your decisions are not really your own. They are the decisions of your trustees. At least ultimately so. As a matter of fact, the Marxist on your staff would probably do much less harm, from your own point of view, than the naturalist. The whole community is warning students to beware of the Marxist; consequently he will do little harm. No one, except a rare humanist like yourself or an occasional clergyman perhaps, is warning students against naturalism. The naturalist then has a clear field for his activities, and, with the support of three quarters of the faculty, is pretty much having his own way. If I were you, I should never sleep at night because I should be worrying about the influence of the naturalists and materialists I had put in places of authority. But I am sure I should lose no sleep about any Marxists I might have brought in. Besides, it

<sup>1</sup> It has seemed justifiable to omit the name.

seems to me that Marxism needs explanation and sympathetic interpretation just because it is so important in the world and because we have erected an iron curtain of our own to prevent sensible and wise interpretation of it. No economist and no literary critic who is sympathetic to communism has even half a chance."

I thought it time to put in my word.

"Thank God, we are not a university. Therefore we have some liberty of action. I do not find it necessary to see that all points of view are represented in my staff, which is small enough. First of all, I see that I have good men, and I mean men of good character. Men of good character seldom have radical views, unless Christianity may be regarded as radical. Usually I look carefully at the organizations to which the candidate belongs. If he is a church member, that is in his favor. A church member will not be a communist or a naturalist or materialist. At worst he will have a tinge of pacifism and may be favorable to labor. If he has had experience in community organizations, such as Boy Scouts, Community Chest drives, or the Y.M.C.A., if he is active in the Kiwanis Club or the Elks, from my point of view that is a recommendation. Such men as a rule are conscientious and dependable; they do not cause criticism either in the college or outside; and they instill sound morals in the students."

"Haven't you had some disappointments?" asked Jones. "I have a good Episcopalian in my department who is a worse materialist than the man Christopher objects to. He once said he liked the Episcopal Church because it interfered neither with a man's politics nor with his religion, but did give him social prestige."

"I had only one disappointment," I replied. "I got a highly recommended Baptist once who would get drunk occasionally. Fortunately, it was always when he was away at conventions and consequently did no harm to his local reputation and had no effect on his students. He did not drink with them. As a matter of fact, his talks on morals were unusually good, perhaps because he had some experience with temptation himself."

"He must have been a first-class hypocrite," said Jones. "I don't mind a drunk on my faculty particularly, but I do object to one who pretends to be a model of decorum."

## IV

I was about to answer, but Trimmer did not give me a chance.

"Well, I know something now about the standards you use in selecting your staff members. And I suppose you use similar methods in picking out persons for promotion and increases in salary."

"Yes, I do," said Jones. "It's really impossible to say who is good and who is bad as a teacher, but we do know a good scholar from a bad one. And the good scholars I have known have usually been good teachers. Therefore I rely almost wholly upon publications. Two good articles in a year will at least mean an advance in salary. A book, a scholarly book, ordinarily means a promotion. Everybody knows what is required and conducts himself accordingly. And if anyone wants to know why he wasn't promoted, I can always point to the record. This prevents heartbreaks and misunderstandings. If a younger man publishes nothing in three years, it is suggested that he get another job. He understands why. Of course we sometimes get caught with associate professors or even full professors who refuse to do anything. But at least we don't increase their salaries."

"I understand now why you can have your work as head done by a secretary," said Trimmer. "A good secretary can count articles and estimate the number of words in a book as well as you can. Don't you ever have a good teacher or even a good scholar who doesn't write?"

"No," replied Jones sharply. "I don't know any. Students occasionally complain because a *popular* teacher is dropped, but popular doesn't mean good. Almost all popular teachers are superficial; often they give high grades indiscriminately."

"I don't agree at all," I interrupted. "A good teacher is almost always a popular teacher. We select our men for promotion by means of rating scales. Every staff member is required to have his students rate him at the end of every course. They rate him on personality, fairness, knowledge of subject, clearness of exposition, dress, and friendliness. If the students rate him high, we give him a raise in salary, at least when there is any money for raises in salary."

"Do you mean to say that you approve any such methods?" asked Gregory, with something that I thought approached a sneer.

With some asperity, I retorted, "I certainly do. From the moral point of view. We are training for life in a democracy. What better training could students have than in considering seriously the merits of their teachers and recording their beliefs? And to whom should teachers be responsible if not to their students? It seems to me the only democratic method possible. But we check the opinions of the students by having rating scales which are filled out by colleagues."

"Do the two agree?" inquired Trimmer.

"As a rule they do," I answered. "We are inclined to distrust the judgments of colleagues a good deal more than those of students. In one of our departments there were two factions—one *for* the head of the department and one trying to get him out. It became evident in time that no member of one faction was ever rated well by any member of the other faction. And, by the way, that department was our department of education, which was responsible for the rating scales. But in most of the other departments both scales worked very well. I may indicate how they work. One year my own standing was in the forty-ninth percentile of the entire college faculty. This was on the student rating scale. By examining the results I learned some of my own weaknesses—one of which was lack of fairness in grading. The next year I made a real effort to overcome my weaknesses. My percentile was fifty-nine, and I was given an increase in salary. It was interesting that the grades of my students went up slightly at the same time, indicating that my teaching had actually improved. I was complimented by the dean and by the head of the department of education, and my case was mentioned in a bulletin on the system published the next year."

## V

"Are you rated also as to your success as head?" asked Trimmer.

"Yes," I replied, "although I am not sure that it is worth while. A special rating scale has been made up for heads and deans. One has been considered for the President and Comptroller and even for members of the Board of Regents, but that has not actually been used as yet."

"Are you willing to say how you survived the test as head of a department?"

"Well," I explained, "the number of persons in my department is so small that the results were not regarded as significant. I had only eight subordinates at the time. I found that I was likely to be rated higher in the years when there was a somewhat general increase in salaries. Fortunately, the administration took this factor into consideration and I was not made to suffer. My dean has always been a loyal supporter. I suppose I really do not approve rating scales for administrative officers. One year my percentile score from my staff was only thirty-one, obviously because I had refused to approve a change in the textbooks used in freshman English to one prepared by members of the department."

"But why did you refuse?" asked Gregory. "You ought to encourage publication, if only of textbooks."

"The truth is," I said, "we were using a book which I had written and which had been acknowledged to be successful in other institutions. I thought the welfare of the students was more important than the prestige or pocketbooks of two staff members."

"I see," said Trimmer. "You think the mature minds of students are capable of important judgments about their teachers, but you don't trust the opinions of your teachers. Your reasoning seems a bit devious to me, but I'll let that pass. What you say about books reminds me of another point. The choice of books to be read by students is, I suppose, next to choice of staff members in importance. In an English department it is especially important. Don't you agree?"

"Certainly," I replied promptly. But I noticed that Gregory hesitated a little and merely grunted ambiguously.

"I am not thinking particularly of freshman handbooks, which are much alike anyway," said Christopher. "I am thinking more about the so-called literature you ask your students to read. Let's begin on the lowest level, the book of readings for freshmen. Since every student has to take freshman English, and since many of them are compelled to read at least a few things in the books of readings, I should think the choice might be important. Do you, Gregory, as head of a department concern yourself with such minor problems?"

"Not much," replied Gregory. "At the moment I can't recall what book is used. I leave that to the chairman of freshman composition and his staff."

"Well," said Christopher "you may be surprised that I know what book you use. I know how it was selected, for a representative of a book company told me. It is ——.<sup>1</sup> As a matter of fact it was prepared by one member of your own department and a chairman of freshman composition in another large institution. The publishers insisted that at least two large institutions be represented so that there would be an almost certain sale of enough copies to guarantee against loss. The young editors are men of some ability, both of whom are what might be called modern—not red certainly, but slightly pink. They believe in introducing students to ideas. The students come to the university with no ideas at all or with ideas taken from their parents, country teachers and preachers, and Sunday school papers. They need to be awaked. And your young editors certainly do awaken them. Who are the authors represented? Stuart Chase, of course, Franklin Roosevelt, Henry Wallace, John Dos Passos, Bértrand Russell, Harold Laski, and a dozen others like them or worse. All selections slanted in the same direction. All are intended to make the students think. All make them think in the direction of the leftist philosophy or naturalism. As a matter of fact, it gives the student a comfortable feeling to know that he is ahead of his father and mother, who are Victorian, and they seldom take the trouble to consider seriously whether the new set of ideas presented to them is any better than the old or not. And, by the way, Gregory, the ideas are certainly not yours. These young men in your department regard you as hopelessly out-of-date, a disciple of a forgotten critic named Irving Babbitt, and somewhat under the influence of a benighted educator named Hutchins. They say this in their private gatherings, and more than hint it in their classes."

Gregory managed a grin, but I could see that he was shaken a little. "I still believe in freedom," he remarked.

"So do these young teachers of yours," replied Trimmer mildly. "Except that they would regard it as absurd to present to modern

<sup>1</sup> The title is omitted to avoid giving any one book unnecessary publicity.

students any such old-fashioned ideas as those you hold. But I am not through. Let's look at the courses in modern literature, which probably are the only courses in your department that have any real influence on the ideas of your student body. What is your most popular course?"

"I suppose I should say Shakespeare," answered Gregory promptly. "Robert Riedel has about a hundred students in his *Shakespeare: Poet and Man*. There have been more. The course is taught from the humanist point of view and has not suffered in popularity because of the young naturalists in my department you have been talking about."

"Our course in Shakespeare is also very successful," I remarked. "However, it is just possible that the fact that the professor who is teaching it almost promises grades of C or better to all who listen or at least look as if they were listening to his lectures may have something to do with that. Nevertheless, I think the students are stimulated by being introduced to the greatest of poets and dramatists."

"But you don't mean to say that Shakespeare is the course with the largest enrollment, do you?" inquired Trimmer.

Since the question seemed to be addressed to me, I answered. "No, it is not. We have an optional course entitled *Great Books for Successful Men* that I did not mention because it is in a sense required. It is liked by the engineers rather well. Some of our graduates have written in that it has helped them to obtain higher posts in the business world because it has enabled them to talk about good books in educated circles. It has proved that ambitious students can be interested in good books if there is the right approach. It includes *How to Win Friends and Influence People*, *Forging Ahead*, and other inspirational books as well as a few modern novels about business men and engineers."

"We have hardly descended so far as that," interrupted Gregory with a grin. "But I'll have to confess that our biggest course is one in modern fiction. Since I don't regard it as literature really, I did not think to mention it."

"What books are read?" asked Trimmer.

"I leave the selection of books to a committee of teachers of the course. The list is changed from time to time. I can remember

that *For Whom the Bell Tolls*, U. S. A., *Grapes of Wrath*, and some other contemporary trash are in the list."

"How many students take the course?" inquired Trimmer.

"Oh, I suppose about thirteen hundred a semester," replied Gregory. "As I said, it is a popular course. But the students who take it are mainly commerce, agricultural, engineering, and low-grade liberal arts students. I don't really count them as students. And having the course enables us to give a little relief to our beginning instructors, who are overburdened with theme reading. They are not yet prepared to teach real courses in literature anyway. So no harm is done to anybody, and perhaps a little good."

"I'm not so sure," said Trimmer. "I believe several members of your board of regents are graduates of your institution. Do you remember who they are and from what colleges they graduated?"

"No, I don't remember too well. There's Corydon, a rich manufacturer in Chicago. If I'm not mistaken, he is a graduate of the College of Commerce. I know he is a close friend of old Charley Atwood, the dean of that college. And come to think of it, I believe Ellsworth is also a graduate of Commerce. Frank Hitchcock is a graduate of the College of Arts and Sciences, one of my own students in Shakespeare and a pretty good one, and all right. There may be others. What is the point?"

"My point is," resumed Trimmer, "that the men who are now determining the policies of your institution are in the main business men who probably were engineering, commerce, or agricultural students when they were in your university, and the only course in literature you gave them was what you call this harmless course in fiction."

"They didn't have to take that," interrupted Gregory. "They had a choice of two or three courses, one of them a course in Shakespeare. But I'll have to confess not many took it. Old Babson makes it a little too tough for them. But they *can* take it and sometimes do."

"I'll bet five to one that Corydon didn't take any such course," said Trimmer. "He was too busy with business administration, accounting, business law, perhaps labor problems, and certainly college politics, to read anything much tougher than Edna Ferber. At least his present attitude toward educational problems—if I am

correct—is about as intelligent as my attitude toward a complicated deal in stocks. What I am pointing out, Gregory, is that the men who are graduating from your institution and making important places for themselves in your state are not the nice girls and boys who come up after class to tell you how much they were inspired by your lecture on Milton or Dante."

"I still say that I am not responsible for the absurdities of university trustees," replied Gregory with some heat, "even if they are university graduates. Nor am I responsible for the kind of society that pushes such men to the top of the social and economic life of America. Nothing would save them."

I was disturbed by Gregory's pessimism. And I was almost equally disturbed by Christopher's satisfied grin. So I thought I might try to have the last word.

"We *are* responsible for the men our institutions send into the business and professional world," I said. "The books we have our students read do prepare them to take a high moral stand in society. True, our men are shown that they must be successful—for if they are not successful, they can do nothing for society. How to succeed is taught them in such a book as *Forging Ahead*. But they are also made to see that they will be business leaders, responsible for the welfare of labor, responsible for such conditions as Steinbeck describes. As head of the department I have always insisted on the moral responsibility of our own instructors for the character of our graduates. We haven't depended on books. We have also used our extra-curricular activities to train our students to participate in public discussions, to appear before the public in various ways, and to recognize that they must be leaders in their communities. Our graduates are taught to be leaders. We even have a course in leadership, taught by an eminent psychologist who makes \$25,000 a year himself as a consultant for some of the greatest industrial organizations of the country."

## VI

"Well, I am convinced," said Trimmer wearily. "Convinced that not only heads of departments but even some professors have sold their souls. But at least your psychology professor got

something for his. But there are other points to consider in connection with heads. I might bring up academic freedom. I think you said something about that, Gregory, when you were excusing yourself for choosing staff members with pernicious ideas. Let's see if you are consistent. I remember when I was a young college instructor a member of another department started a campaign to have the institution recognize good teaching as much as good research. He was out of a job the next year. Now it was said that he was inefficient, but the fact that he had been kept for several years made the excuse doubtful. He simply was *persona non grata* with the administration. Now how much freedom do you permit in your staff members?"

This was my opportunity.

"My institution," I said, "is on record as favoring complete freedom of opinion. The only exception is that this freedom must go with loyalty to the college, a provision that no one can question. In the first place, we are careful in making appointments. There was a minor difficulty once when a member of my staff said in public that he was opposed to any sort of racial discrimination. This was all right, for none of us really believe in racial discrimination. Unfortunately, just then there was some worry in the President's office because Negroes had not been permitted to live in the residence halls, and it was clear that our man referred to the incident. This was regarded as a failure in loyalty, and I was obliged to agree with the administration that it was. What else was I to do? He was not reappointed the next year. Fortunately he had not been in our college long enough to have tenure."

"Did your conscience hurt you?" asked Gregory.

"Not at all," I replied. "My own loyalty to the President was involved. As he sometimes said, it is easy for faculty members to support a president when he is right; the test comes when he is wrong. And I am not sure that he *was* wrong."

"I can give my own example if you want one," said Gregory, "and my conscience doesn't hurt me either. We had a crank in our department once—and he *was* a crank—who decided that it was his job to reform the athletic situation. He believed that the fact that athletes are paid—of course not by the institution but at least by alumni—made them ineligible in amateur athletics. He

thought there was hypocrisy in the public statements of purity issued by all or nearly all institutions and that this hypocrisy was a bad influence on students, athletes themselves, and others too, who saw hypocrisy condoned. He ventured to say so in a speech or two. Immediately some of the alumni of the institution, the wealthiest and most loyal supporters, began to write the President that they could no longer give their support to their own college if it continued to pay a salary to a man who had no sense of loyalty to his own institution. This man, it happened, was himself an alumnus. Well, what was the President to do? His obligation, as I see it, was to his institution and not to a crank who would cause the institution to lose the support of most of its loyal alumni. He was also a shrewd man. We did not dismiss our professor. It was, in an indirect way, made clear to him that he would never be promoted and could never expect an advance in salary, even though he could remain on the staff. He was a good scholar and had no difficulty in getting a position elsewhere. I suppose Christopher would regard this as immoral. I don't. As I said, I think an institution has the morals of the community, and a head has the morals of his institution. I am not a martyr and have no ambition to be one."

"Neither am I," said Christopher. "Neither is our friend Henry here. None of us are of very heroic stuff. I merely said at the beginning that heads of departments are particularly subject to insidious temptation, and I think my point has been proved. Both of you believe in freedom of thought and expression. But when somebody in your department is under fire, both of you are silent or co-operate in suppressing freedom. And it isn't because you think the ideas of your staff member are dangerous. It is because somebody else thinks them dangerous—or at least annoying. The ideas you actually think dangerous, or at least say you think dangerous, you don't bother about because nobody else does. You don't bother about the books your students read, and you don't bother about what the teachers of books do or say in teaching them. Not really—so long as *you* are not bothered by a dean or a prominent alumnus. Gregory says it is the chief duty of the head to see that his department is made up of good men. But his definition of a good man is a strange one. For him the good man is one who has a long list of publications, is erudite enough, and is outwardly re-

spectable according to generous standards. Gregory obeys the boss—that is, the president or the alumni or whoever sets the social pattern for his institution—as if he were an office boy. God help college education. I am glad I was never a head. I could teach Plato and feel myself an honest man."

"Really?" said Gregory.

## ACADEMIC RETIREMENT AND RELATED SUBJECTS

*Report on a Study Conducted by a Joint Committee of the American Association of University Professors and the Association of American Colleges*

This report contains a general discussion of problems connected with policies of American colleges and universities in regard to the retirement of members of their faculties. Many phases of such policies are touched upon, but a major portion of the report deals with (1) the age at which, or the period within which, retirement should normally occur; (2) the provisions to insure an income for the retired faculty members; and (3) the treatment of exceptions.

Since this report is written for persons with experience in American institutions of higher learning, the wisdom of having some policy is taken for granted. It is the nature of that policy that needs clarification.

This report is presented in two sections: Section I, a general discussion of academic retirement, and Section II, a statement of principles underlying good academic practice in reference to retirement. Section I is itself divided into three portions: (A) a résumé of previous and present policies relating to academic retirement with emphasis on the present status of retirement policies in American colleges and universities; (B) an analysis of the reasons for the principles stated in Section II; and (C) a discussion of other problems connected with retirement policy and certain related topics such as group insurance, hospital insurance, Social Security, etc.

The exposition of the present status of retirement policies in American institutions of higher education is based largely upon studies by Rainard B. Robbins, the Director of this study, including his analysis of the replies to the Committee's questionnaires sent to administrative officers of colleges, to the Chapters of the American Association of University Professors and some individual members, and to annuitants of the Teachers Insurance and Annuity

Association. In this connection the Committee wishes to express its deep appreciation to Dr. Robbins for his leadership in this study, another of his many services to American higher education.

## I. General Discussion

### A. *The Present Status of Retirement Policies in American Colleges and Universities*

The first systematic attempt to develop retirement provisions for a large group of American colleges was made by the Carnegie Foundation for the Advancement of Teaching in 1906 and subsequent years as a result of a munificent gift of Andrew Carnegie. The Foundation provided free retirement allowances for faculty members who retired from any one of a list of accepted colleges and universities after having served in such colleges for a stipulated period. Institutions were accepted if they met certain conditions: conditions providing not only for a standard of educational excellence but also for exclusion on certain grounds, such as sectarian affiliation.

It should be noted in particular that the annual retirement allowance was originally to have been \$400 plus 50% of the average salary of the faculty member during his last years of service and that this allowance became available to professors with 15 years of service upon retirement any time after the age of 65. It soon became apparent that the number of prospective annuitants was already greater than could be provided for under the then current pension rules by the fund available at that time, and, consequently, the list of eligible recipients was closed in 1918 and the amount of the annuities decreased for those not already receiving annuities. Moreover, the maximum annuity was restricted to those retiring at the age of 70 or over.

The disappointment of many who expected more than they received and the, perhaps belated, adjustments to correct the over-extended financial obligations that would have been incurred if the original plan had been adhered to should not blind one to the great service of the Foundation's pension plan, particularly to these facts: (1) Over 4500 pensioners (including widows) have already benefited by pensions from the Foundation and there

are still about 700 active teachers on the eligible list for pensions upon retirement. As of June, 1949, the total benefits paid had exceeded \$55,000,000. (2) Even the present amount of pensions is more than many college annuity systems afford from the institution's contribution. (3) As an example of how much a retirement system could mean not only to the individual but to the institution, the Carnegie plan and the closing of its lists led to a steady effort to develop satisfactory retirement systems. Its very weaknesses helped indicate the necessary attributes of a good plan.

As a direct consequence of this experience, and financed in part by the Carnegie Foundation and the Carnegie Corporation, the Teachers Insurance and Annuity Association was established in 1918 as an instrumentality for the financial management of annuity plans for American colleges. This Association has not only served in this capacity but has provided the thought and leadership which have resulted in the development of many good plans in American colleges. Until about a decade ago the typical retirement plan called for contributions of 5% of salary by the individual and 5% by the institution, and retirement annuities were based upon the accumulation of these contributions. Originally, both the rate of accumulation and the purchase rate for an annuity were guaranteed throughout the life of the contract with the individual. Initially, these rates were such that, for example, a person entering upon such a retirement plan at age 30, continuing to teach until 65, and periodically receiving increases in salary until it was twice what it was at 30, would receive an annuity of at least 50% of his terminal salary and considerably more than that if retirement were as late as 70.

Many institutions adopted this plan. Others either came under some state or other governmental or church plan, or started their own. These were usually less adequate than the plans associated with the T.I.A.A. Many other institutions adopted no plan, sometimes caring, on an *ad hoc* basis, for those with long service and often continuing staff members after they should have been retired.

It might fairly be said that in the early 1920's it looked as if American higher education was on the way to solving the retire-

ment problem, although much had to be done to persuade institutions to take the necessary steps. However, this solution was dependent upon the approximate maintenance of the then current interest rates, the accuracy of the then accepted tables for the expected longevity of annuitants, and the stability of the value of the dollar. None of these conditions was fulfilled. Interest rates have fallen so that far less can be accumulated on invested funds. There has been an increase in the life expectancy of annuitants, and the value of the dollar has decreased so that the early contributions do not yield as much in purchasing power upon retirement as was expected. As a result, in many cases the present situation of those retiring varies from a disappointingly stringent financial condition to the tragic.

We should point out that this second systematic plan for retirement had implicit within it the assumption that the retirement age should be 65 or older and the retiring allowance at least 50% of the salary at retirement. However, it provided for annuities at earlier retirement dates, corresponding to accumulated contributions.

This sketch of how we reached the present situation should be supplemented by a description of the situation. A word of warning is necessary. It is almost impossible to make statements that are both clear-cut and universally true as to actual practices. For instance, when an institution declares "retirement is optional at 65, compulsory at 70," it may mean that the individual has the option or that the administration of the institution has, or both. Some institutions would consider under this reply that 65 was normal but exceptions could be made up to 70 while others would mean that 70 was normal but a few were asked to retire earlier. Hence, the Committee must ask for tolerance, if at times its statements are somewhat inconclusive, or when positively made are subject to individual exceptions. It is believed, however, that the general picture given by this report is correct.

Over 10% of more than 200 institutions answering questionnaires had no compulsory retirement age. Of the remainder, more than half had a compulsory retirement age of 70, about a third 65, and most of the rest 68. Where the compulsory retirement age is over 65, it is usual to have 65 as an optional retirement

age—"optional" subject to the uncertain interpretation described in the preceding paragraph.

Of about one thousand T.I.A.A. annuitants now between 65 and 75 answering the Committee's questionnaire, the average age of retirement was 67. The median was also 67, and the first and last deciles 65 and 70, respectively. Some had evidently retired before the compulsory retirement age.

The Committee knows of no study that gives a statistical account of the amounts actually received by retired faculty members under the various systems.

It may be pointed out that if we assume that a person started teaching at 30 and received each year an increase of salary equal to 5% of his initial salary until he was 65 and then no increases until retirement (for instance a starting salary of \$2000 and at 65 a salary of \$5500), his retirement allowance at 65 under the original contract of the T.I.A.A. issued from 1919 to 1927 would be 52% of his retiring salary (of \$5400) whereas under contracts now being issued, if interest and annuity rates remain constant, it would be 24%. If retirement is at 70, the percentages would be 85% and 36%, respectively, of \$5500. (If the current rates of dividends are maintained, the picture is somewhat more favorable.) If shortly before or after retiring there is a strong inflationary period with increases in cost of living and salaries, the real value of the retiring allowance and of savings will be drastically reduced. This has happened in the case of those who have retired recently or who are about to retire.

The answers to the questionnaire sent to the T.I.A.A. annuitants clearly indicate that in many cases their financial situation is desperate. On the other hand, college administrators were asked, "Do you consider prospective retirement benefits reasonably adequate under your present plan?" Of the 200 replying, 54% answered yes. It is the belief of this Committee that less than 54% of all American colleges make reasonably adequate retirement provisions for their faculties.

It should be noted that many of our stronger institutions have recently increased substantially the amount of their contributions. In some instances this increase has not been accompanied by increases in the contribution from the individual.

It is difficult to find out what proportion of teachers are covered by plans of various types. In many systems junior staff members are not covered during initial teaching periods of various lengths. About 60% of the American colleges have some retirement system, and these institutions employ about 85% of the college teachers; but many of the latter, as noted, belong to the junior staff and are not covered by the retirement system. About 46% of college teachers are in institutions using T.I.A.A. contracts and 22% are in institutions covered by publicly administered plans. As noted, about half of the remainder are in institutions with no plan.

In one important respect, aside from amount of contributions and benefits, the T.I.A.A. plan differs from most other plans administered either publicly or by individual colleges. Under the T.I.A.A. and a few other plans the contributions of both individual and institution are unconditionally deposited for the benefit of the individual or his beneficiaries and are not jeopardized by his change from one institution to another or withdrawal from teaching before retirement. In most public systems this is true only of the individual's own contribution.

As to other types of benefits, for nearly twenty years group life insurance has grown in popularity in the colleges, frequently with the amount of insurance proportional to salary. For about a dozen years a death benefit that decreases with advancing years has gained in popularity. Such a benefit supplements the growing accumulation at death under a retirement annuity contract. In recent years the hospitalization plans of the Blue Cross and similar organizations have been widely adopted.

So far Federal Social Security excludes college faculties from both the old age and survivorship provisions and from unemployment compensation.

It is a remarkable fact that over 50% of the T.I.A.A. annuitants replying to the questionnaire have engaged in professional employment since retirement. This is due in large part to wartime conditions, affecting the demands for trained personnel.

#### *B. Analysis of Reasons Underlying Statement of Principles Given in Section II*

It would clearly be desirable for the work of an individual to be adjusted both to his capacity for usefulness to the community

and to his personal satisfaction. It is also desirable that financial and physical requirements of individuals be cared for at a reasonably high standard and at all ages. In attaining these desirable aims, the primary responsibility for himself and for his family lies with the adult individual and the chief responsibility of society in this matter is to provide conditions under which an individual of capacity and industry may succeed in fulfilling his personal responsibility.

However, many agencies of society cooperate directly toward these ends. This is good. Some governmental agencies are created in part for this purpose. It is wise employment policy to enhance the welfare of the employee in these respects in that it advances both the interest of the employee and the purposes of the employing institution.

The chief purpose of educational institutions is to further the public welfare through (1) the education of youth, (2) the advancement of learning, (3) those public services that are the natural outgrowth of scholarship. The retirement policy of an institution in regard to its faculty and the provisions it makes for retired faculty members and their dependents should be planned primarily to aid in fulfilling these purposes. This may be done through: (1) enhancing faculty morale, (2) increasing the freedom of the faculty member from extraneous pressures, (3) making more feasible the complete devotion of his service to an institution, (4) making the academic profession, and the particular institution as well, attractive to men and women of scholarly ability, (5) protecting the institution against the employment of faculty members beyond the years of effective service.

If such benefits are to accrue both to American education and to the individual institution, the retirement plan of the college should be such that:

- (1) No large proportion of faculty members be retired considerably before their effectiveness is markedly diminished and no large proportion of faculty members remain in service after that time.
- (2) Those who have been engaged in teaching over a full working life be guaranteed a financial provision that will take care under normal circumstances of minimal reasonable needs.

(3) No handicap be placed on the desirable movement of individuals from institution to institution or into or out of the teaching profession.

(4) The provisions of the plan be well understood by the faculty, particularly as to: (a) The age of retirement and the basis of exceptions if any, (b) Financial provisions upon retirement.

(5) The discretionary provisions of the plan cannot be used as tools for caprice or arbitrariness on the part of an administration.

(6) The plan be applied uniformly to the administrative officers as well as other faculty members.

(7) The plan be administratively practical.

(8) No changes in the plan be made that are unfavorable to individuals without provision of a reasonable period or reasonable financial means for adjustment.

#### *Retirement Age*

In Section II of this report the Committee recommends that the retirement age be fixed, that exceptions rarely if ever be made to prolong service beyond this fixed age, and that exceptions requiring earlier retirement should be on recommendation of a Committee of faculty and administration with no interested parties on the Committee.

Because of the variability in the duration of human effectiveness, the Committee's conclusion that there should be a fixed retirement age was reached with some reluctance and with due appreciation of the fact that the ease of administration had entered into its thinking. However, in a system with a discretionary period, too frequently (1) past services are considered more than present effectiveness, (2) faculty sensibilities are injured, (3) the administration may make prejudiced decisions (and will always be thought to have done so); this allows a possible threat to good tenure practice and hence to academic freedom as well as to faculty morale, (4) faculty members will plan financially for retirement towards the end of the optional period and may often be required to retire earlier with consequent financial and psychological maladjustment, (5) custom will make either the beginning or the end of the optional period usual, hence tending to a fixed retirement age without the clarity of understanding provided by there being such a determination.

There seems to be common agreement that if there is a fixed

retirement age it should be between 65 and 70 inclusive. The Committee believes that under present circumstances (fallen interest rates, increasing longevity, general vigor of members of the profession) 65 is too early for a compulsory retirement age, but it should not be later than 70. Some argue that if retirement is as early as, or earlier than 65, it allows one to adjust to a new, gainful occupation. The Committee does not find this argument controlling. Many cannot make such an adjustment, but even if it were commonly possible, then the most socially useful occupation for most faculty members would still be the one in which they have the most training and experience, namely, teaching and scholarship. In this matter one must remember that not only can an individual increase his savings as he continues to teach after 65, but that in a contributory retirement plan the additional contributions, the interest accumulations, and the lowering rates for the purchase of annuities usually combine to increase the retirement annuity by about 10% for each additional year of service.

The consensus of the Committee is that if no financial considerations entered the picture, around 68 would be the best fixed retirement age, and that the financial considerations would indicate an older rather than a younger age.

It is clear that the conclusions of the Committee are relevant to present conditions, not to conditions of the future if these should markedly change. In particular, if science should make it possible not only to prolong life, but to prolong the period of physical and mental vigor, institutions should recognize the fact by increasing the age of retirement.

The Committee believes strongly that with required education taking a longer and longer period of youth, and the proportion of people of advanced years increasing, the productive period of life should be prolonged as far as it effectively can be.

Occasionally it will be necessary, because of early disability, to make an exception calling for compulsory retirement before the automatic retirement age is reached. Provisions for a committee of faculty members and administrative officers to consider such cases is a protection to the individual faculty member and even greater protection to the administration.

The Committee believes that there should be no difference be-

tween administrative officers and teachers in regard to retirement age. Some institutions have tended to retain administrative officers past normal retirement age. This not only tends to impairment in faculty morale, but rarely provides vigorous administrative leadership. Some of the Committee feel that consideration should be given to the relieving of administrative officers from administrative duties prior to normal retirement age, while retaining them as teachers until such age is reached.

A problem somewhat beyond the province of this Committee is created by the large number of persons past normal retirement age serving on boards of trustees of colleges and universities. The service of some of these persons is outstanding, but it can well be questioned whether the very decisions, as to retirement age, which they make for their businesses and for the institutions which they serve, may not have validity as regards their membership on governing boards.

#### *Retirement Annuities*

The next major topic considered by the Committee was the nature of the financial provisions for income after retirement. Perhaps an argument could be made that financial support after retirement is an individual problem, that over the course of his working years an individual can be expected to save enough to take care of his old age and that if he fails to do so he is the one to suffer. Actually, however, the institution has a great stake in the welfare of its retired staff members. This arises from many causes, three of which are: (1) The opinion of colleagues, administrative officers and alumni will not permit a person who has served the institution well and has been a friend of many of its members to retire into abject poverty. Many individuals will not provide adequately for their own future. Hence, without some guaranteed retirement provision faculty members will continue to teach long after their work could be done more effectively by younger men. (2) The presence of a considerable number of retired faculty members living in poverty would depress the general morale of the faculty, tending to produce not only unhappiness on the staff but also temptation for its members to engage in outside remunerative activities that decrease their services to the institu-

tion. (3) Favorable retirement plans are not only necessary to enable an individual college to meet the competition of other colleges, but are necessary in general for American education to meet the competition of industry and government.

Moreover, this Committee believes the general movement towards seeking greater security for the individuals is socially good and that institutions of learning should lead in such matters.

However, it is clear that colleges cannot treat the provident less generously than the improvident, take account of whose tastes are expensive and whose simple, tell the bachelor he should have had children or underwrite alimony. Everything beyond a certain minimum amount must be cared for by the individual. Moreover, even if colleges may seek to find ways to alleviate the difficulties caused by inflation, they can do little to plan for this in advance.

In any plan, care should be taken not to handicap the mobility of the profession. Much is gained not only by the healthy stimulus of competition between institutions but also by the enrichment resulting from the presence within an institution of staff members of varied backgrounds and experience. A faculty member should not have a vested financial interest in remaining fixed: rather, he should have a vested interest in increments of retirement income corresponding to service already rendered to society, so that his prospects of adequate income when services finally cease will be independent of whether or not he remains with a particular institution.

The members of the staff of an institution should be aware of the problems of retirement and of the provisions for retirement at their college as well as the limitation of these provisions. This consciousness is increased by being participant contributors to the plan. With these considerations in mind, the Committee believes that annuities for retiring faculty members should be provided by a system with compulsory contributions from both individuals and institutions, that the amount accumulated from these contributions should be fully vested in the individual, and that the benefit that would normally be expected upon retirement after a full period of service should be sufficient under usual conditions to meet the minimal reasonable requirements of living.

As a normal goal the retirement system should provide enough income to yield to a man who entered it at 30 and retired at the fixed retirement age of about 70 a retirement annuity of 50% of his average salary over the last ten years of his service. If the fixed retirement age is under 70, the retirement annuity should if anything be a greater percentage of the terminal salary.

Fifty per cent has, of course, no occult virtue, but it was not picked arbitrarily. When a faculty member retires, his children are usually self-supporting. He may be compared to a young instructor whose family responsibilities have not become heavy. Most American institutions do not pay instructors more than enough to meet the minimal reasonable requirements of living. In many institutions the average instructor's salary is somewhat less than 50% of the average professor's salary. Moreover, it is to be remembered that if the accumulation upon retirement would purchase a life annuity for the professor of 50% of his terminal salary, it will purchase less than that if an annuity is to continue to a surviving widow. Fifty per cent of the average salary for the last ten years of service would not seem too great a normal goal for an annuity in a plan for a retirement system. In addition it may be noted that in most replies to the questionnaires, administrators and Chapters of the American Association of University Professors accept 50% of terminal salary as a reasonable goal for a retirement system.

Some may be surprised that the Committee recommends a higher retirement allowance for institutions with low retirement ages, especially when it is realized that a much greater annual contribution is necessary to secure the same retirement allowance at a lower age. However, it should be remembered that usually the period of maximum saving on the part of the individual is between 60 and 70, since his earnings are then at a maximum while the expense of rearing his family has generally ceased and his awareness of the imminence of retirement is increasing. Moreover, in view of the greater life expectancy the individual's savings must be greater at 65 than at 70 to allow equally good provision for retirement.

The Committee wishes to emphasize what it means by full vesting in the individual of the contributions made in his name. The

plan should be such that if an individual dies before becoming an annuitant his beneficiaries or estate will get the full accumulation, with interest, of his own and the institution's contribution. If the individual should withdraw or be dismissed from the institution before retirement, the full accumulation with interest of these contributions should be vested in him to become the basis of an annuity upon retirement or, in case of prior death, of a death benefit. However, the Committee believes that the individual should not have the right to withdraw his equity in cash but only in the form of life annuities. An exception might be made of very small accumulations in order to avoid undue accounting expenses. The practice of paying death benefits, when substantial in amount, to the widow in the form of an annuity is probably wise. It is usual to pay death benefits to beneficiaries other than the widow in the form of cash.

The Committee believes that the individual funding of contributions is a principle of major importance. Only in this way can desirable flexibility of adjustment of individuals to institutions be maintained. The Committee deplores the fact that many public systems do not make provisions for this individual funding, but recognizes that in this matter the administrations of public institutions are frequently restricted by state or municipal laws.

#### *Clear and Well-Known Provisions*

The Committee wishes to emphasize the need of a clear understanding of college retirement policies and plans on the part of the faculty and administration. A clear understanding will require a clear formulation of policies and plans and a clear statement to the faculty. This is necessary, but it is not sufficient. The problem of getting into the minds of men information that is both readily available and important to them is one of the most baffling. If scholars would show, in learning what is important to their personal business and welfare, a small fraction of the industry they use in studying their field of scholarship, many of these difficulties would be solved. In their replies to the questionnaire most of those who had retired showed considerable thought about the problems of retirement, but in many cases neither the administrative officers of colleges nor the Chapters of the American Association of Univer-

sity Professors showed much evidence of exact knowledge or clear thought in regard to the retirement policy and plan of the colleges.

The Committee would particularly emphasize the necessity of making equitable provisions for any staff member who may be adversely affected by a change in the retirement policy or plan of the institution with which he is associated. When long inattention is suddenly changed into action, long-time policies are sometimes initiated without reasonable provisions for those adversely affected. If, for instance, it has been customary to allow faculty members to teach until well after 70, and a fixed retirement age of, say, 68 is suddenly established, all of those past or nearing that age have their expectations suddenly changed unless special financial provisions are made for them or the plan is initiated gradually.

No policy will be satisfactory unless the administrations of institutions are considerate and humane in its application.

In concluding this discussion of standards of retirement, the description of present conditions concerning retirement given in part A may be compared with the standards recommended.

The retirement age of colleges with retirement policies appears to lie between 65 and 70, with too many, under present conditions, at 65. For colleges without systems, too many permit services beyond 70. Moreover, many have an optional period, a sort of limbo, where one cannot know what to expect. The methods of making exceptions to current rules are neither understood nor such as to preclude administrative arbitrariness or faculty apprehension. With present interest rates and present cost of annuities, few plans provide as much as the Committee recommends, even without taking into account the changes caused by inflation. To secure greater annuities under a contributory funded plan it would be necessary to increase contributions or increase the age of retirement or both. Most public systems are at fault in not vesting fully in the individual the contributions both of the individual and of the institution. Fortunately, most plans are jointly contributory.

#### C. *Other Topics*

There are a number of topics related to retirement and faculty welfare that the Committee has studied, with varying degrees of

intensity, but has not included in the statement of principles which it is recommending for adoption by the American Association of University Professors and the Association of American Colleges. Brief discussions of some of these follow.

*Topics Related to the College Retirement Policy and Plan.*

1. Proportion of contributions made by college and by individual.

The general practice is for the institution and the individual to make the same contribution. This is not universal. Some private institutions have recently increased their contribution without requiring greater contributions from staff members. When the institution's share is larger, the individual's current income tax is smaller than if he received this money as a salary and then contributed it to the system, but his probable taxes after retirement are greater. It seems generous for an institution to increase its contribution beyond that of the individual, but this increase usually is paid from funds that otherwise would be available for salaries. It is administratively easier to increase the contribution of the institution without securing the faculty agreement that should be reached before increasing the individual's contribution. Good practice certainly can allow some leeway in this regard, but both contributions should be substantial. Public systems frequently have complicated formulas to determine the institution's contribution, and in some cases specify annuities to be supported by the institution. Of course it is clear that when the institution's contribution is not vested in the individual any increase in this contribution is partly illusory.

2. Protection of widow.

In the cases where all contributions are vested in the individual the participant's beneficiaries have the protection in case of his death before retirement of the accumulations from these contributions. At retirement the general practice allows for annuities which cover both the life of the individual and the life of his wife. These are, of course, less in amount than an annuity on a single life. The further protection of the family is an obligation of the individual.

3. Administration of a retirement plan.

The Committee is impressed with the wisdom of using an organization with experience in the annuity business for the financial management of a retirement plan. This is especially important in the case of small colleges, where the fluctuations of longevity and the complications of actuarial work may seriously embarrass the institution.

4. Tapering-off work.

The suggestion is frequently made that institutions should consider providing a tapering-off period for older teachers by decreasing their work load and, in the cases of teachers who are continued in service after the age of retirement, with a corresponding decrease in salary.

The Committee believes this suggestion worthy of study, and points out that in such a study the following facts must be considered: (a) At present, although the duties of older teachers may remain unchanged formally, their actual work load frequently decreases. This comes about through a decrease in that part of a teacher's work load which he carries without formal requirement such as research and the revision of courses; through decrease in committee assignments; and through consideration on the part of younger colleagues. (b) If a tapering-off process is used to *prolong* the services of a teacher beyond the normal age of retirement, his work should be so assigned as not to interfere with the freedom of younger members of the staff to develop their own work and that of their departments, *i. e.*, the teacher continued in service after reaching the age of retirement should have no responsibility for directing the work of younger teachers of the department and should not preempt courses to the detriment of the professional welfare of younger colleagues.

5. Research and office facilities.

One of the greatest contributions an institution can make to the happiness and usefulness of those who retire while still vigorous is to provide facilities for continued scholarly work.

6. Clearing house for talents.

A suggestion worthy of careful consideration is frequently made by those who recognize the validity of the argument for a fixed retirement age but who see the loss to society in retiring many who are still mentally active and physically vigorous. They suggest

that the administrative problems and the problems in faculty morale which come from continuing faculty members past the age of retirement do not arise when these teachers receive appointments at other institutions, especially at institutions with an older retirement age; and that facilities should be created for aiding the appointment of able and vigorous retired faculty members to other institutions or to positions in industry where their special abilities are of value. It should be kept clearly in mind that this suggestion concerns exceptional cases and should not be used as an excuse for lowering the normal retirement age of an institution.

#### 7. Education for old age.

The proportion of the American population beyond the age of 65 or 70 is rapidly increasing. The education of youth is largely pointed toward the middle years of life. The activities of these middle years often tend to unfit rather than prepare people for retirement. This is a problem that should be taken seriously by both individuals and society. Education for the latter years of life is a challenge that American educational institutions have not met. They should meet it. No fitter students exist for an initial attempt than their own faculty members.

#### *Emergency Adjustments Created by Inflation*

Our retirement plans are constructed to provide a certain dollar income rather than a certain real income. Hence, a decrease in the value of a dollar creates serious hardship for retired staff members and those about to retire. The Committee has not tried to formulate a policy to meet this hardship because of a wide variation in the financial problems of American institutions and the legal limitations placed upon them. While not desiring to treat more generously those that have been negligent financially than those who have been provident, we urge institutions to do all in their power to alleviate this serious situation. The impact of inflation on this and other educational problems should be considered jointly by the American Association of University Professors and the Association of American Colleges.

#### *Other Welfare Provisions*

##### 1. Employment policy during illness.

The Committee recognizes that in small institutions the incidence of staff members with prolonged illness, although sometimes embarrassing, is infrequent, and even in large institutions the number so incapacitated at any given time is usually small. Hence, it is rare to have a fixed policy on this matter. If no such policy is fixed by law, the Committee can only urge that institutions act, as they usually do, in a humane and generous manner.

2. Permanent disability.

Little has been done formally to make financial provision for permanently disabled staff members in American institutions of higher education. A few institutions have some definite plan. This problem, though arising seldom, is serious and should be studied by institutions.

3. Group life insurance.

The Committee believes that institutions should study the opportunities of collective and group life insurance. They as well as the individual have an interest in the matter for reasons similar to those that make financial provisions for retirement desirable. For institutions where the accumulations under the retirement plan are benefits in case of death before retirement and hence form an increasing protection to the staff member's family, a form of collective life insurance decreasing with age has great merit.

4. Group hospital and surgical plans.

These are either conducted independently as a health service in large institutions or are under some plan such as the Blue Cross, etc., and are recommended for consideration.

*Colleges and Social Security*

The committee believes that colleges and universities should be covered by the old age and survivorship provisions of the Federal Social Security Act.

It is sometimes alleged that it would be impossible for colleges to come under the old age or survivorship provisions of the Act without also being subject to the provisions dealing with unemployment. The Committee sees no reason why this should be the case. However, the majority of the Committee believes that if in order to come under these old-age and survivorship provisions it is necessary also to come under the unemployment provisions of the Act,

it would still be desirable to do so. Many of the Committee believe that it would be desirable of itself for colleges to come under the unemployment compensation provisions of the Social Security Act.

#### *Non-Faculty Employees*

The Committee believes that all of the considerations and recommendations contained in this report apply to non-faculty employees of colleges as well as to faculty members.

## II. Academic Retirement

The Committee recommends that the following statement be endorsed by the American Association of University Professors and the Association of American Colleges.

#### *Academic Retirement—Statement of Principles*

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or administrator, or the individual institution. The policy of an institution for the retirement of faculty members and its plan for their retirement annuities should be such as to increase the effectiveness of its services as an educational institution. Specifically, this policy and plan should be such as to attract individuals of the highest abilities to educational work, to increase the morale of the faculty, to permit faculty members with singleness of purpose to devote their energies to serving their institution, and to make it possible in a socially acceptable manner to discontinue the services of members of the faculty when their usefulness is undermined by age.

The following is acceptable practice:

1. The retirement policy and annuity plan of an institution should be clearly defined and be well understood by both the faculty and the administration of the institution.
2. The institution should have a fixed and relatively late retirement age, the same for teachers and administrators. Conditions such as longevity, health of the profession, and interest rates have been changing in such a way as to justify older rather than younger retirement ages. Under present circumstances (as of March,

1950) the desirable fixed retirement age would appear to be from sixty-seven to seventy, inclusive. Extension of the services of the teacher or administrator beyond the mandatory age of retirement should be authorized only in emergency situations. Circumstances that may seem to justify the involuntary retirement of a teacher or administrator before the fixed retirement age should in all cases be considered by a joint faculty-administrative committee of the institution. This committee should preferably be a standing committee, but in the consideration of specific cases no interested person should be permitted to participate in its deliberations. (The above is not meant to indicate that the involuntary return of an administrator to teaching duties need be treated as a retirement.)

3. The institution should provide for a system of retirement annuities. Such a system should:

- (a) Be financed by contributions made during the period of active service by both the individual and the institution.
- (b) Be participated in by all full-time faculty members who have attained a certain fixed age, not later than 30.
- (c) Be planned to provide under normal circumstances for a retirement life annuity of approximately 50% of the average salary over the last 10 years of service, if retirement is at 70, and a somewhat higher percentage if the fixed retirement age is younger. (It is understood that the amount of the available joint life annuity on life of husband and wife would be somewhat less.)
- (d) Insure that the full amount of the individual's and institution's contribution, with the accumulations thereon, be vested in the individual, available as a benefit in case of death while in service, and with no forfeiture in case of withdrawal or dismissal from the institution.
- (e) Be such that the individual may not withdraw his equity in cash but only in the form of an annuity. (To avoid administrative expense, exception might be made for very small accumulations in an inactive account.) Except when small, death benefits to a widow should be paid in the form of an annuity. Death benefits to other beneficiaries would normally be paid in cash unless provided to the contrary by the individual faculty member.

4. When a new retirement policy or annuity plan is initiated or an old one changed, reasonable provision either by special financial arrangements or by the gradual inauguration of the new plan should be made for those adversely affected.

**Director of the Study:**

Rainard B. Robbins, former Vice-President, Teachers Insurance and Annuity Association.

**For the American Association of University Professors:**

Ralph E. Himstead, General Secretary

Edward C. Kirkland, Professor of History, Bowdoin College

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Guy E. Snavely, Executive Director

Edward J. Sparling, President, Roosevelt College

William E. Stevenson, President, Oberlin College

## **CONSTITUTION**

### **Article I—Name and Object**

1. The name of this Association shall be the American Association of University Professors.
2. Its object shall be to facilitate a more effective cooperation among teachers and investigators in universities and colleges, and in professional schools of similar grade, for the promotion of the interests of higher education and research, and in general to increase the usefulness and advance the standards and ideals of the profession.

### **Article II—Membership**

1. There shall be four classes of membership: Active, Junior, Associate, and Emeritus.
2. Active Members. Any university or college teacher or investigator who holds a position of teaching or research in a university or college in the United States or Canada, or in the discretion of the Council in an American-controlled institution situated abroad, or in a professional school of similar grade, may be nominated for Active membership in the Association.
3. Junior Members. Any person who is, or within the past five years has been, a graduate student may be nominated for Junior membership. Junior Members shall be transferred to Active membership as soon as they become eligible.
4. Associate Members. Any member who ceases to be eligible for Active or Junior membership because his work has become primarily administrative may be transferred with the approval of the Council to Associate membership.
5. Emeritus Members. Any Active Member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus membership.
6. Associate, Emeritus, and Junior Members shall have the

right of attendance at annual meetings of the Association without the right to vote or hold office.

7. The Council shall have power to construe the foregoing provisions governing eligibility for membership.

### Article III—Officers

1. The officers of the Association shall be a President, a First Vice-President, a Second Vice-President, a General Secretary, and a Treasurer.

2. The term of office of the President and the Vice-Presidents shall be two years, that of the elective members of the Council three years, ten elective members retiring annually. The terms of office of the President, the Vice-Presidents, and of the members of the Council shall expire at the close of the last session of the Annual Meeting, or if a meeting of the Council is held after and in connection with the Annual Meeting, at the close of the last session of the Council, or thereafter on the election of successors.

3. The President, the Vice-Presidents, and the elective members of the Council shall be elected at the Annual Meeting by a proportional vote taken in the manner prescribed in Article X. Where there are more than two nominees for any office, the vote for that office shall be taken in accordance with the "single transferable vote" system, *i. e.*, on each ballot the member or delegate casting it shall indicate his preference by the numbers 1, 2, 3, etc., before the names of the nominees for each office; and in case no nominee receives a majority of first choices, the ballots of whichever nominee for a particular office has the smallest number of first choices shall be distributed in accordance with the second choices indicated in each ballot; and thus the distribution of ballots for each office shall proceed until for each office one nominee secures a majority of the votes cast, whereupon such nominee shall be declared elected. The General Secretary and the Treasurer shall be elected by the Council. The Council shall have power to remove the General Secretary or the Treasurer on charges or on one year's notice. The President, Vice-Presidents, and the retiring elective members of the Council shall not be eligible for immediate re-election to their respective offices. In case of a vacancy in the office of

President, the First Vice-President shall succeed to the office. In case of a vacancy in any other office, the Council shall have power to fill it for the remainder of the unexpired term, and, in the case of a Council member, the person so appointed, if the remainder of the term for which he is appointed is not more than two years, shall be eligible for subsequent immediate election for a full term.

#### Article IV—Election of Members

1. There shall be a Committee on Admission of Members, the number and mode of appointment of which shall be determined by the Council.
2. Nominations for Active and Junior membership may be made to the General Secretary of the Association by any one Active Member of the Association.
3. It shall be the duty of the General Secretary to publish every nomination in the next following issue of the *Bulletin* of the Association, and to transmit it to the Committee on Admission of Members.
4. All persons receiving the affirmative vote of two-thirds of the members of the Committee on Admission of Members shall become members of the Association upon payment of the annual dues. No nomination shall be voted on, however, within thirty days after its publication in the *Bulletin*.

#### Article V—The Council

1. The President, the Vice-Presidents, and the General Secretary, together with the three latest living ex-Presidents, shall, with thirty elective members, constitute the Council of the Association, in which the responsible management of the Association and the control of its property shall be vested. On recommendation of the Council a former General Secretary of the Association who has held that position for ten years or more may by vote of the Association at the Annual Meeting be elected a life member of the Council. The President shall act as chairman of the Council. It shall have power to accept gifts of funds for endowment or current expenditures of the Association.

2. The Council shall be responsible for carrying out the general purposes of the Association as defined in the Constitution. It shall deal with questions of financial or general policy, with the time, place, and program of the Annual Meeting and of any special meetings of the Association. It shall publish in the *Bulletin* a record of each Council meeting. It shall have authority to delegate specific responsibility to an Executive Committee of not less than six members including the President and the First Vice-President, and to appoint other committees to investigate and report on subjects germane to the purposes of the Association. (See By-Law 9.)

3. Meetings of the Council shall be held in connection with the Annual Meeting of the Association and at least at one other time during each year. The members present at any meeting duly called shall constitute a quorum. The Council may also transact business by letter ballot.

### Article VI—By-Laws

By-Laws may be adopted at any Annual Meeting of the Association to become effective at the close of the last session of the Annual Meeting which enacted them.

### Article VII—Dues, Termination of Membership

1. The Council of the Association shall have the power to determine the annual dues of the Association for each of the four classes of membership: Active, Junior, Associate, and Emeritus; and shall have power to enact regulations governing the payment of annual dues.<sup>1</sup>

<sup>1</sup> The annual dues of the Association and the regulations governing their payment are as follows: Active membership, \$4.00, Junior membership, \$3.00, Associate membership, \$3.00. Emeritus members are exempt from dues payment but do not receive the Association's *Bulletin*; they may, however, receive the Association's *Bulletin* at a special subscription rate of \$1.00 a year. Nonpayment of dues by Active, Junior, and Associate members for two years terminates membership. At the end of the first year of nonpayment of dues the name of the member concerned is removed from the mailing list of the Association's *Bulletin* and a condition to his reinstatement to membership is payment of dues for that year. These rates and regulations have been in effect since 1930. They were continued by Council action, March 27, 1950.

2. For proper cause a member may be suspended, or his membership may be terminated, by a two-thirds vote of the Council at any regular or special meeting; but such member shall be notified of the proposed action, with the reasons therefor, at least four weeks in advance of the meeting and shall be given a hearing if he so requests.

3. A member desiring to terminate his membership may do so by a resignation communicated to the General Secretary.

### Article VIII—Periodical

The periodical shall be under the editorial charge of a committee appointed by the Council; copies of it shall be sent to all members.

### Article IX—Amendments

1. The Constitution may be amended by a two-thirds vote of the Active Members present and voting at any Annual Meeting, provided that on the request of one-fifth of these members a proportional vote shall be taken in a manner provided in Article X; and provided further that written notice of any proposed amendment shall be sent to the General Secretary by five Active Members of the Association not later than two months before the Annual Meeting.

2. It shall be the duty of the General Secretary to send a copy of all amendments thus proposed to the members of the Association at least one month before the Annual Meeting.

### Article X—Annual Meeting

1. The Association shall meet annually, at such time and place as the Council may select, unless conditions created by war or other national emergency should make the holding of a meeting impossible, or unless the holding of a meeting would, in the opinion of the Council, impede the government in its efforts to cope with conditions created by war or other national emergency.

2. The Active and Junior Members of the Association in each Chapter may elect one or more delegates to the Annual Meeting. At the Annual Meeting all members of the Association shall be entitled to the privileges of the floor, but only Active Members to a vote. Questions shall ordinarily be determined by majority vote.

of the Active Members present and voting, but on request of one-fifth of these members a proportional vote shall be taken. When a proportional vote is taken, the accredited delegates from each Chapter shall be entitled to a number of votes equal to the number of Active Members in their respective Chapters, but any other Active Member not included in a Chapter thus represented shall be entitled to an individual vote. In case a Chapter has more than one delegate, the number of votes to which it is entitled shall be equally divided among the accredited delegates present and voting. The manner of voting at a special meeting of the Association shall be the same as for the Annual Meeting.

3. If an Annual Meeting is omitted in accordance with the provision in Section 1, the Council shall transact the general Annual Meeting business and shall conduct the annual election by mail. Such an election shall be by a proportional vote as described in Section 3 of Article III.

### Article XI—Chapters

Whenever the Active Members in a given institution number seven or more, they may constitute a Chapter of the Association. Each Chapter shall elect annually a President, a Secretary, and a Treasurer (or Secretary-Treasurer), and such other officers as the Chapter may determine. It shall be the duty of the Secretary of the Chapter to report to the General Secretary of the Association the names of the officers of the Chapter.

### By-Laws

1. *Nomination for Office.*—After each Annual Meeting but not later than May 1, the President shall appoint, by and with the advice and consent of the Council, a committee of not less than three members, not officers or other members of the Council, to present nominations for the offices to be filled at the next Annual Meeting. Before submitting his nominations for the Nominating Committee to the Council for approval, the President shall in a Council letter invite suggestions in writing from the members of the Council as to the membership of the Committee. In carrying on its work, the Committee shall seek advice from members of the Association, and

shall, unless otherwise directed by the Council, hold a meeting at Association expense to complete its list of nominees.

For the purpose of securing suggestions for Council nominations, blank forms will be sent out to all members in January, to be returned to the Washington office for tabulation and reference to the Nominating Committee, each form to be filled in with the name of an Active Member connected with an institution located in that one of ten designated geographical districts formed on the basis of approximately equal Active membership in which the member submitting the name resides. After receiving the tabulated list, the Nominating Committee, giving due regard to fields of professional interest, types of institutions, and suggestions received from members, shall prepare a list of twenty nominees for Council membership, two from each of the ten districts, provided that, before the inclusion of the names on the list of nominees, the consent of the nominees is secured.

The ten districts are now as follows:

- District I: Maine, N. H., Vt., Mass., R. I., Nova Scotia, Quebec.
- District II: Conn., N. J., New York City, and Long Island.
- District III: Rest of N. Y., Eastern Pa. (including Wilson College on western border), Ontario.
- District IV: Md., Del., D. C., Va., Western Pa. (including Pennsylvania State College on eastern border).
- District V: Ohio, Mich.
- District VI: W. Va., N. C., S. C., Ky., Tenn., La., Miss., Ala., Ga., Fla., Puerto Rico.
- District VII: Ind., Ill., Wis.
- District VIII: Mo., Iowa, Minn., N. Dak., S. Dak., Mont., Manitoba, Alberta.
- District IX: Ark., Texas, Okla., Kans., Nebr., Wyo., Colo., N. Mex.
- District X: Ariz., Utah, Nev., Idaho, Wash., Oreg., Calif., Hawaii, Alaska, British Columbia.

Changes in this list may be made by regular By-Law amendment or by Council action.

Nominations made by the Nominating Committee shall be re-

ported to the General Secretary not later than September first. Nominations for members of the Council may also be made by petitions signed by not less than fifty Active Members of the Association resident within the district from which the Council member is to be chosen, provided that in determining the required number of signatures not more than ten of those signing a nominating petition shall be members of a single chapter. Nominations for the Presidency and the Vice-Presidencies may also be made by petition signed by not less than 150 Active Members of the Association, provided that in determining the required number of signatures not more than 15 of those signing the petition shall be members of a single chapter and not more than 90 shall be members of a single district. No member shall sign more than one petition. Petitions presenting nominees shall be filed in the office of the General Secretary not later than November fifteenth. The names of the persons nominated by the Nominating Committee, together with a brief biography of each nominee, shall be printed in the Autumn number of the *Bulletin*. The names of all nominees, including those nominated by the Nominating Committee, together with a brief biography of each nominee and a statement of the method of his nomination, shall be printed in the Winter number of the *Bulletin*. The General Secretary shall prepare printed official ballots containing the names and brief biographies of all nominees, and in each case a statement of the method of nomination, for use at the Annual Meeting. Should the Annual Meeting be scheduled for October or November instead of for December, the Nominating Committee shall report to the General Secretary not later than May 1 for publication in the Summer and Autumn issues of the *Bulletin* and nominations by petition shall be filed not later than September 15 for publication in the Autumn *Bulletin*.

At the Annual Meeting, the nominations made in accordance with the foregoing procedure shall be voted upon by means of the official ballots, and no other nominations shall be permitted. The vote shall be taken in accordance with the provisions of Article III, Section 3 of the Constitution. The President shall have power to appoint official tellers to count the votes and report the result to the Annual Meeting. After the tellers have made their report they shall file the ballots cast with the General Secretary, who shall

keep them in the files of the Association for a period of at least one year. The Council of the Association shall have power to order a recount by a special committee appointed for the purpose whenever in the discretion of the Council such a recount seems advisable because of doubt as to the accuracy of the tellers' canvass of the ballots; and on the basis of such recount the Council shall have power to declare the final result of the voting.

2. *Council Meetings.*—A special meeting of the Council shall be called by the President on the written request of at least eight members of the Council and notice of such meeting shall be mailed to every member two weeks in advance.

3. *Fiscal Year.*—The fiscal year of the Association shall extend from January 1 to December 31 of each year, inclusive.

4. *Chapters.*—The Council may allow the establishment in an institution of more than one Chapter if such action is deemed necessary on account of the geographical separation of different parts of the institution.

A Chapter may invite to its meetings any person it desires who is not eligible for membership, such as administrative officers, those whose work cannot be classified as teaching or research, or members of the Association who are not members of the Chapter. It may establish annual dues of one dollar or less. A Chapter may exclude from Chapter meetings a member who has failed, after suitable notice, to pay lawfully established Chapter dues. If it seems desirable, a Chapter may meet with other chapters and with other local organizations.

Chapters should not as such make recommendations to administrative officers of their institutions on matters of individual appointment, promotion, or dismissal. In local matters which would ordinarily come before the faculties for action, members of Chapters should in general act as members of faculties rather than in the name of the Chapter; but the Chapters as such may make recommendations to the faculty concerned.

5. *General Secretary.*—The General Secretary shall carry on the work of the Association and the Council under the general direction of the President, preparing the business for all meetings and keeping the records thereof. He shall conduct correspondence with the Council, Committees, and Chapters of the Association. He shall

collect the membership dues and any other sums due the Association and transfer them to the Treasurer. He shall have charge of the office of the Association and be responsible for its efficient and economical management. He shall be a member of the editorial committee of the official periodical. He may with the approval of the President delegate any of these duties to an Associate Secretary or Secretaries or Assistant Secretary or Secretaries appointed by the Council for that purpose.

6. *Treasurer*.—The Treasurer shall receive all moneys and deposit the same in the name of the Association. He shall invest any funds not needed for current disbursements, as authorized by the Council or the Executive Committee. He shall pay all bills when approved as provided in By-Law 8. He shall make a report to the Association at the Annual Meeting and such other reports as the Council may direct. He may with the approval of the Council authorize an Assistant Treasurer to act in his stead.

7. *Salaries: Sureties*.—The General Secretary, the Associate or Assistant Secretaries, and the Treasurer shall be paid salaries determined by the Council and shall furnish such sureties as the Council may require.

8. *Payments*.—Bills shall be approved for payment by the General Secretary or in his absence by the President or Vice-President. Every bill of more than \$100 shall require the approval of two of these officers. Any bill not falling within the budget for the year shall require authorization by the Executive Committee.

9. *Executive Committee*.—The Executive Committee shall be appointed by the President by and with the advice and consent of the Council. Before submitting his nominations to the Council for approval the President shall give the members of the Council an opportunity to submit in writing their suggestions as to the membership of the Committee. The Executive Committee shall have immediate supervision of the financial management of the Association, employing an auditor annually and making investment of surplus funds, to be reported to the Council. It shall be responsible for approval of the budget prepared by the General Secretary and the Treasurer and for such other matters as may be referred to it by the Council. Meetings of the Committee may be held at the call of the President as its chairman.

## MEMBERSHIP

### *CLASSES AND CONDITIONS—NOMINATIONS AND ELECTIONS*

Membership in the American Association of University Professors is open to all college and university teachers from the faculties of eligible institutions and to graduate students and graduate assistants. The list of eligible institutions is based primarily on the accredited lists of the established accrediting agencies subject to modification by action of the Association. Election to membership in the Association is by the Committee on Admission of Members upon nomination by one Active Member. Election takes place thirty days after the name of the nominee has been published in the *Bulletin*. The membership year in the Association is the calendar year (January 1 through December 31). The membership of nominees whose nominations are received before July 1 becomes effective as of January 1 of the current year. The membership of nominees whose nominations are received after July 1 becomes effective as of January 1 of the following year unless the nominee requests that his membership become effective as of January 1 of the current year.

The classes and conditions of membership are as follows:

*Active.* A person is eligible for election to Active membership if he holds a position of teaching or research with the rank of instructor or higher in an institution on the Association's eligible list, provided his work consists of at least half-time teaching or research. Annual dues are \$4.00, including subscription to the *Bulletin*.

*Junior.* Junior membership is open to persons who are, or within the past five years have been, graduate students in eligible institutions and who are not eligible for Active membership. Junior Members are transferred to Active membership as soon as they become eligible. Annual dues are \$3.00, including subscription to the *Bulletin*.

*Associate.* Associate membership is not an elective membership. Active and Junior Members whose work becomes primarily administrative are transferred to Associate membership. Annual dues are \$3.00, including subscription to the *Bulletin*.

*Emeritus.* Any member retiring for age from a position in teaching or research may be transferred to Emeritus membership. Emeritus Members are exempt from dues. They may continue to receive the *Bulletin* at a special rate of \$1.00 a year.

*Continuing Eligibility.* Change of occupation or transfer to an institution not on the Association's eligible list does not affect eligibility for continuance of membership.

*Interruption or Termination of Membership.* Interruption or termination of membership requires notification to the Association's Washington office. In the absence of such notice, membership continues with receipt of the *Bulletin* for one calendar year, during which time there is an obligation to pay dues.

### Nominations for Membership

The following 2310 nominations for Active membership and 82 nominations for Junior membership are published as provided in the Constitution of the Association. Protests of nominations may be addressed to the General Secretary of the Association who will, in turn, transmit them for the consideration of the Committee on Admission of Members. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the Committee on Admission of Members questions concerning the technical eligibility of nominees for membership as provided in the Constitution of the Association. To be considered, such protests must be filed with the General Secretary within thirty days after this publication.

#### *Active*

Adams State College, William C. Heiss; Adelphi College, Kenneth G. Jones, Mary Lou Plugge, Hans L. Trefousse; Air Force Institute of Technology, Gunther R. Graetzer, Harold C. Larsen, David W. Lueck; University of Akron, John R. Hull; Alabama College, William S. Gould, Finis W. Poole; Alabama Polytechnic Institute, Mary H. Baskerville, Charles A. Bentley, Richard L. Collins, James B. Crawford, Robert K. Evans, Edward J. FitzPatrick, Jr., Walter H. Greenleaf, Emil R. Hargett, John A. Jensen, Dan T. Jones, J. Dorrance Kiser, Malcolm C. McMillan, Joseph H. Mahaffey, Edward C. Marty, J. Herbert Moss, Jr., Mae Dell Sentell, Martha S. Shepherd, Samuel P.

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ley College, Joseph T. Lambie, Virginia L. Senders; Wesleyan University, Edwin B. Benjamin, Paul W. Bernstein, Norman J. Daniels, Arthur S. Day, Arthur T. Dietz, Robert T. Mathews; West Liberty State College, Owen S. Hamilton, Bertha R. Leaman, Louisa G. Plummer; West Virginia University, Jane Baker, Avis Berglund, Everett P. Cameron, Jean M. Cohen, Jesse L. Dally, Oreta H. Dawson, William J. Deegan, R. Franklin Dugan, Edward Emley, Emile Frère, Enid V. Haller, Charles W. Hill, Susan M. Holden, Frederick J. Holter, George Hyatt, Jr., James R. Kidd, James E. Larson, Beatrice B. Law, Charles L. Lazzell, Victor J. Lemke, Nell L. Leonian, DeWitt J. Lowell, Ernest H. Ludwig, Kennon F. McCormick, Lon T. Marks, C. Jeanette Oswald, Martha A. Plonk, Florence K. Reese, Karl G. Siedschlag, P. Simonette, William M. Slocum, Bernice Spangler, Joseph K. Stewart, John C. Townsend, Robert L. Weeks, Archibald Welton, B. Maurie West, Benjamin H. Wilson; West Virginia Wesleyan College, Elizabeth B. Lee; Western College, Grace M. McCormick; University of Western Ontario, Mark K. Inman, David Ivor, Jacques Metford, Edward G. Pleva, John D. Ralph; Western Reserve University, Erminnie H. Bartelmez, Raymond Ginger, George L. Griffith, William R. Morrow, H. Burr Roney; Westminster College (Pennsylvania), Charles Dietz, William G. Faddis, Maxine Gilliland, James H. Ralston; Wheaton College (Massachusetts), John B. Macinnes; Whitman College, Leonard Breger; Whittier College, Charles W. Cooper, Lois E. James, Lorine A. Prochaska, Wade P. Sewell, Harold P. Spencer, Oscar Stradinger, Lucille H. Verhulst; Municipal University of Wichita, Jack G. Blythe, Marvin A. Harder, Joan O'Bryant, Mary L. Ostertag, Jo Ann Sullivan; Willamette University, Paul B. Beal, Charles H. Derthick, Thomas Gillies, Ruane Hill, Edward C. Kollmann, Kenneth V. Lottick, George B. Martin, Cameron Paulin, John C. Paulus, Alfred W. Sheets; College of William and Mary, Charles E. Davidson, I. John Krepick, Dorothy B. Neely, Myrtle P. Pope, Ernest R. Sohns, Walter E. Swayze, Lois Washer, Ruth J. Wilkins; College of William and Mary (Norfolk Division), Paul Reich; Williams College, Everett W. Bovard, Jr., Charles Compton, Mark H. Curtis, Delavan P. Evans, Jack B. Ludwig, Ellsworth G. Mason, John D. O'Neill, Anson C. Piper, William K. Rose, David B. Truman, Robert G. L. Waite; Wisconsin State Teachers College (Eau Claire), William G. Cochrane, Lee O. Hench, Paul Smith, Robert J. Wilson; Wisconsin State Teachers College (La Crosse), Frederick G. Davies, Lois A. Simons; University of Wisconsin, Patricia E. Whipple; Witberg College, Lester D. Keasey; College of Wooster, Oliver D. Blake, Stuart J. Ling.

Yakima Valley Junior College, Frank J. Pamer; Yale University, John S. Brubacher; Yankton College, Frank W. Jobes.

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Adelphi College, Jean T. Flynn; American International College, Philip Davis; Boston University, James A. Eaton, Louis Schreiber; Brandeis Uni-

versity, William Condrell, Edith E. Farcas, Alan I. Gevers, Richard E. Grojean, Joanne E. Henderson, Anna C. Nichols; **University of Buffalo**, Gerald A. Edwards, Theodore Goldberg, Robert R. Stromberg, John W. Vanderhoff; **California Institute of Technology**, William T. Guy, Jr., University of California (Los Angeles), Hiromu Nakamura; **The City College**, Monroe G. Gottsegen; **Colgate University**, Mark Barlow, Jr.; **Cornell University**, Victor López, John V. Foy, James R. Frith, Anthony Geiss, Ronald A. C. Goodison, Leland M. Griffin, Melvin L. Kohn, Robert F. Risley, Robert O. Shaffer, John H. Slocum, Robert J. Smith, J. Spencer Van Horn; **Duquesne University**, John E. McChrystal, Peggy A. McQuillan; **Fisk University**, Margaret L. Bowling; **University of Illinois**, Robert W. Barzak; **Iowa State College**, John D. Bergamini, William M. Chappell, Lee B. Harris, William J. Klein, Bernard J. Marks, William Meikle, Philip W. Van Slack, Albert W. Wymore; **State University of Iowa**, Robert S. Billings, Donald W. Kearney; **University of Kansas**, James S. Beers, Richard E. Edgar; **Kenyon College**, Charles W. Coolidge; **University of Manitoba**, Norman P. Zacour; **University of Maryland**, Louise Bradley; **University of Michigan**, Charles B. Arzeni, Lloyd Biggle, Jr., Maurice E. Kelley, Urban C. Ullman; **University of New Hampshire**, Owen B. Durgin; **University of New Mexico**, Robert W. Thomas, Jr., University of North Carolina, David Landy; **Northwestern University**, Slater E. Newman; **University of Oklahoma**, Edith Crowell; **University of Oregon**, Donald C. Boyd, Lloyd F. Millholen, Jr.; **Pennsylvania State College**, Athanasius T. Boyadjis, Alice M. Hanna; **Princeton University**, Evan I. Farber; **Purdue University**, Robert A. Lufburrow; **Rhode Island State College**, Robert G. Cook; **University of Southern California**, Stanley L. Johnson; **Syracuse University**, F. LeVere Winne, Jr., **Temple University**, Joseph Whitt; **University of Tennessee**, Hugh M. MacMillan, Jr.; **Texas College of Arts and Industries**, Elwyn H. Lorffing; **State College of Washington**, Harold E. Pederson; **Not in Accredited Institutional Connection**, Edith I. Atkinson (A.M., Colorado State College of Education), Le Mars, Iowa; Dorothy Larsen (M.A., Columbia University), Le Mars, Iowa; Eldora P. Lorenzini (M.F.A., Yale University), Westminster, Maryland; Thomas Norris (M.M., Chicago Musical College), Le Mars, Iowa; John J. O'Leary (Graduate work, New York University), New York, New York; Alan H. Paine (M.A., Columbia University), Marlboro, Vermont; Marion St. John (A.M., Washington University), Le Mars, Iowa; Edward R. Stroko (M.A., University of Michigan), Detroit, Michigan; Golden O. Thompson (Graduate work, Boston University), Le Mars, Iowa; Joseph G. Tomascik (Graduate work, New York University), Wilkes-Barre, Pennsylvania; Verdun Trione, (M.A., De Paul University), Chicago, Illinois.

### Elections to Membership

The Committee on Admission of Members announces the election to membership in the Association of 1565 Active and 28 Junior Members, as follows:

*Active*

**Adams State College**, Richard H. Bachman, Myrtle M. Imhoff, Witold Jankowski, Winfred H. Mott, Alice K. Wright; **Adelphi College**, Geneva L. McCaw, Beatrice S. Magdoff, Emmanuel G. Mesthene; **University of Akron**, Bernard S. Logan, Dorothy M. Marty, John J. Pottinger, Helen S. Thackaberry; **Alabama College**, Paul C. Bailey, Charles L. Gormley, Amy K. James, James T. Jones, Robert Payne; **Alabama Polytechnic Institute**, William B. Bunger, H. Nicholas Hammer, Harold E. Klontz, Justin Long, Hugh D. Reagan, Flora Sarinopoulos, Paul F. Ziegler; **Alabama State Teachers College (Florence)**, Gordon W. Clarke; **University of Alabama**, Rossiter Bellinger, Irma Berkowitz, Don R. Birrell, Joseph S. Bolt, Carolyn Brown, Peter E. Brownback, Evalena H. Caton, Eva Clapp, Edward H. Cleino, Robert T. Daland, Bessie L. Davey, Mildred B. Davis, Escal F. Duke, James C. Eaves, Frederick S. Eiland, Frank L. Engle, Charles D. Farris, Angelo J. Granata, Mary C. Griffin, William K. Hagood, Charles W. Hart, Orvil R. Hause, Charles P. Hayes, John S. Henderson, Frederick B. Hyde, Joseph P. Jankowski, Suzanne Johnstone, Mortimer H. Jordan, Gurney Kennedy, Forrest W. Lacey, Bart Landheer, Joseph E. Lane, Jr., George A. Le Maistre, M. Milo McEllhiney, Jonathon C. McLendon, John P. Maggard, Jr., Hilary H. Milton, Henry N. Mims, Grady H. Nunn, Eleanor Oliver, John S. Pancake, Doris M. Plagge, Ellie Sims, Don C. Smith, Olive Thomas, Mary K. Tims, Robert H. Van Voorhis, Donald S. Vaughan, Ralph R. Williams, Martin J. Wiman, Henry B. Woodward, Jr.; **Albion College**, Otis Aggertt, Jr., Paul H. Carnell, Clara Dixon, Pauline Rodgers, Marilyn W. Scott, Eleanor Senn, Anthony Taffs, Donald D. Tewes; **Alfred University**, Ralph W. Beals, Jr., Charles A. Domenicali, Earl L. Jandron, Joseph M. Koch, William L. Pulos, Robert C. Stapleton; **Allegheny College**, John T. Bair, Donna L. Daye, Benjamin F. Hammet, Lawrence Herman, Alfred Kern, Howard H. Martin, Alexander R. Mulligan, W. S. Wright North, Agnes E. Painter, H. Riley Patton, William W. Snyder, Tyler Thompson; **American International College**, Paul E. Thissell; **Amherst College**, Frank L. Gillespie; **Appalachian State Teachers College**, J. T. C. Wright; **Arizona State College (Tempe)**, Margery M. Anderson, Charles A. Barnes, Kelly H. Eldredge, Joyce Gesas, Lew Girdler, John O. Grimes, Ernest J. Hopkins, Mariam Joy, Lois E. Kelso, Theodore G. Klose, William F. Podlich, Jr., William S. Rawls, Genevieve R. Sanscrainte, Louis Taylor, John E. Todd, Richard K. Welsh; **University of Arizona**, Keith B. Aubrey, William H. Berryhill, Willis R. Brewer, Winston Harris, Carl F. Keppler, Helen M. Lasek, Irving O. Linger, John W. Stull; **Arkansas State College**, Frank W. Plunkett; **Army Language School**, Alfred K. Ho.

**Baldwin-Wallace College**, John Armstrong, Norman H. Gross, Glenn W. Peterjohn, Clinton A. Phillips, Orie J. VandeVisse; **Ball State Teachers College**, Richard H. Caldemeyer, J. Leonard Davis, Joseph H. Frank, Helen H. Sornson, William H. Stevenson, Lewis W. Yoho; **Barat College**, J. M. Barnothy, Madeleine Forro-Barnothy, Ann H. Grill; **Bates College**, John K. McCreary; **Baylor University**, Bryce C. Brown, George W. Clarke, Joyce E.

Copeland, Leonard A. Duce, Christine Fall, Sherwood Githens, Jr., Homer H. Hamner, Louise B. Helton, William B. Helton, Mutsu Nagai, Anne M. Nicholson, Parke E. Ressler, Thomas E. Rogers, Herbert D. Schwetman, Andrea Sendón, Daniel Sternberg, Myrtle R. Taylor, Floreid Wills, Edgar O. Wood; **Beloit College**, Harvey J. Badesch, Harry R. Davis; **Berea College**, Waring C. Hopkins, Helen J. Irish, Patricia Rosenkranz, Dorothy Tredennick; **Bluefield State College**, Luetta L. Spencer; **Boston College**, Vincent F. Dunfey, Frederick J. Zappala; **Boston University**, Isaac Asimov; **Bowdoin College**, Donald B. Sands, Albert R. Thayer; **Bowling Green State University**, Floris Arnold, J. Richard Box, J. Russell Coffey, John E. Denn, Mary C. Dittman, Betty L. Drawbaugh, Marcus A. Hanna, Oldrich Jicha, Donald S. Longworth, Dale R. McOmber, Dorothy Mullholland, John F. Oglevee, C. Edward Schumacher, John E. Wenrick, Lillian Wilson; **Brooklyn College**, Ramiro Arratia, Anna K. Banks, Juliette Carnus, Lois S. Gaudin, Charles H. Hession, Eleanor J. Justman, Joseph Justman, Jennie P. Kormes, Hyman Kublin, Ruth R. Meyer, Theodore A. Rosequist, Ann D. Salomon, John Withall, Carl L. Withner, Jr.; **Brown University**, Roderick M. Chisholm; **Bryn Mawr College**, Felix Gilbert, Agnes K. Michels, Florence Peterson; **Bucknell University**, L. Elbert Wethington; **University of Buffalo**, Elda O. Baumann, Mary Cumpson, Bernard R. Duclos, Charles R. Fall, Colin I. Park, Marc M. Penther, Katherine F. Thorn, Stephen S. Wagner.

**California State Polytechnic College**, M. Eugene Smith; **University of California**, Anna H. Gayton, John L. Kelley, T. J. Kent, Jr.; **Carthage College**, Laura R. Baker, Elsie C. Grote, Kenneth L. Hamm, Jonathan A. Hoover, Irene Liebig, Edwin H. Matthaiddess, Martin C. Shoemaker, Eileen M. Watt; **Case Institute of Technology**, George W. Blum, Martin J. Klein; **Catawba College**, Richard H. Zimmermann; **Catholic University of America**, Henry J. Browne, Joseph A. Shea; **Centenary College of Louisiana**, Nolan L. Ashburn, Edgar E. Burks, Darwin D. Davies, Alice N. Milner, Richard K. Speairs, Jr.; **Chicago City Junior College (Wilson Branch)**, M. Estelle Angier, Florence B. Caird, E. Briggs Caldwell, Sara Carruth, Margaret L. Cornell, Earl W. Dayidson, Robert J. Deal, Fredrik Feltham, Maxine Gordon, Herbert C. Kalk, Alice R. Merritt, Estelle V. Palonis, George Steinbrecher, Morris Tish, Lowell C. Warner; **Chicago City Junior College (Wright Branch)**, Harriet L. Schuman; **University of Cincinnati**, Howard E. Everson, Alvin I. Kosak, Joseph W. Sausville, George D. Smith; **The City College**, Morris I. Chernofsky, Marvin M. Feuers, Morton H. Fried, Jules Joskow, Scotia B. Knowff, Henry M. Magid, William B. Mitchell; **Clark University**, Eugene J. Kelley; **Coe College**, George P. Clark, Marion R. Clausen, Don Fehrenbacher, Karl E. Goellner, George Layton, Edwin T. Settle, Wayne K. Wright; **Colby College**, Clifford J. Berschneider, George H. Stanley, Jr., Gilbert W. Tuck; **Colgate University**, Harry Behler, Daniel E. Griffiths, Arthur F. Hobday, Harold H. Lane, Hugh F. Loveland, William A. Martin, Leonard A. Ostlund, Donald L. Taylor; **Colorado Agricultural and Mechanical College**, Carroll H. Miller, Lyle N. Sloanecker; **Colorado College**, Arthur Taitt; **Western State College of Colorado**,

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**Fenn College**, Jay M. Berger, Pauline Bloomquist, Marie E. Center, E. Philip Earl, Phyllis J. Lowndes, Selma M. Montasana; **Florida State University**, Margaret B. Bailey, Finley E. Belcher, William R. Brueckheimer, Samuel Granick, Sidney Kobre; **University of Florida**, Dean C. Barnlund, Henry D. Brohm, Nicholas E. Chotas, J. C. Dixon, Andrew N. Dow, Jr., George K. Reid, Jr., Delton L. Scudder, Wesley H. Tilley; **Franklin College**

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Garrett Biblical Institute, Murray H. Leiffer; Georgetown University, John F. Callahan, Malcolm W. Oliphant; North Georgia College, Lewis E. Berg, Walter D. Booth, T. Conn Bryan, William H. Groves, Estella M. Sirmons, Orby Southard; Georgia Institute of Technology, John M. Avent, James C. Brown, Robert S. Christian, John Dickens, Hugh Ivey, Harry W. Ragsdale, Robert Scharf, Herman W. Schultz, Austin L. Starrett, Oscar B. Wike, Donald B. Wilcox; University of Georgia, Louise Fant, Edward H. Grinnell, Joseph P. LaRocca, Van Cleve Morris, Doyne M. Smith; University of Georgia (Atlanta Division), Lloyd E. Baughan.

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**Albright College**, Reading, Pa. Chapter Officers: Milton W. Hamilton, *Pres.*; F. Wilbur Gingrich, *Sec.* Active 10.  
**Alfred University**, Alfred, N. Y. Chapter Officers: Alfred E. Whitford, *Pres.*; Leonora L. Aldrich, *Sec.* Active 30; Associate 1.  
**Allegheny College**, Meadville, Pa. Chapter Officers: Armen Kalfayan, *Pres.*; Elizabeth Stadtlander, *Sec.* Active 67.

- Alma College**, Alma, Mich. Active 1.
- Amarillo College**, Amarillo, Tex. Active 1.
- American College for Girls**, Istanbul, Turkey. Active 1.
- American International College**, Springfield, Mass. Chapter Officers: Kenneth Winetroub, *Pres.*; Lois W. Eldridge, *Sec.* Active 34; Associate 1.
- American University**, Washington, D. C. Chapter Officer: Merritt C. Batchelder, *Sec.* Active 37.
- American University of Beirut**, Beirut, Lebanon, Syria. Active 1.
- American University at Cairo**, Cairo, Egypt. Active 1.
- Amherst College**, Amherst, Mass. Chapter Officers: Earl Latham, *Pres.*; Robert B. Whitney, *Sec.* Active 35; Associate 1.
- Anderson College and Theological Seminary**, Anderson, Ind. Active 3.
- Antioch College**, Yellow Springs, Ohio. Active 8.
- Appalachian State Teachers College**, Boone, N. C. Chapter Officers: Graydon P. Eggers, *Pres.*; Paul W. Graff, *Sec.* Active 9.
- Arizona State College**, Flagstaff, Ariz. Chapter Officers: Chester S. Williams, *Pres.*; John G. Westover, *Sec.* Active 36; Junior 2.
- Arizona State College**, Tempe, Ariz. Chapter Officers: Frederic C. Osenburg, *Pres.*; Katharine C. Turner, *Sec.* Active 109.
- Arizona, University of**, Tucson, Ariz. Chapter Officers: Matthew R. Schneck, *Pres.*; Frances Eberling, *Sec.* Active 196; Associate 3.
- Arkansas Agricultural and Mechanical College**, Monticello, Ark. Active 1.
- Arkansas State College**, State College, Ark. Active 7.
- Arkansas State Teachers College**, Conway, Ark. Active 3.
- Arkansas, University of**, Fayetteville, Ark. Chapter Officers: Ralph C. Barnhart, *Pres.*; Richard J. Hostetter, *Sec.* Active 138; Associate 2.
- Arkansas, University of (Medical School)**, Little Rock, Ark. Chapter Officers: Carl Duffy, *Pres.*; James S. Dinning, *Sec.* Active 22.
- Armstrong College**, Savannah, Georgia. Active 2.
- Army Language School**, Monterey, Calif. Active 3.
- Arthur Jordan Conservatory of Music**, Indianapolis, Ind. Active 1.
- Asbury College**, Wilmore, Ky. Active 1.
- Ashland College**, Ashland, Ohio. Active 3.
- Atlanta University**, Atlanta, Ga. Active 11.
- Atlantic Union College**, South Lancaster, Mass. Active 1.
- Augustana College**, Sioux Falls, S. Dak. Active 1.
- Augustana College**, Rock Island, Ill. Chapter Officers: Victor R. Pearson, *Pres.*; Oscar L. Nordstrom, *Sec.* Active 17.
- Austin Presbyterian Theological Seminary**, Austin, Tex. Active 1.
- Averett College**, Danville, Va. Active 1.
- Baker University**, Baldwin, Kans. Active 8.
- Baldwin-Wallace College**, Berea, Ohio. Chapter Officers: Robert T. Cossaboom, *Pres.*; Lois Cross, *Sec.* Active 67; Associate 2.
- Ball State Teachers College**, Muncie, Ind. Chapter Officers: Fred J. Schmidt, Jr., *Pres.*; Alpha Braunwarth, *Sec.* Active 92.

- Barat College, Lake Forest, Ill. Active 10.
- Bard College, Annandale-on-Hudson, N. Y. Chapter Officer: Artine Artinian, *Sec.* Active 23; Associate 1.
- Bates College, Lewiston, Maine. Chapter Officers: Joseph D'Alphonso, *Pres.*; Robert D. Seward, *Sec.* Active 22.
- Baylor University, Waco, Tex. Chapter Officers: Charles G. Smith, *Pres.*; Alda G. Williamson, *Sec.* Active 110; Junior 1; Associate 1.
- Beaver College, Jenkintown, Pa. Active 1.
- Beloit College, Beloit, Wis. Chapter Officers: Neville L. Bennington, *Pres.*; William S. Shepherd, *Sec.* Active 45; Junior 1; Associate 3.
- Bennett Junior College, Millbrook, N. Y. Active 4.
- Bennington College, Bennington, Vt. Active 3; Associate 1.
- Berea College, Berea, Ky. Chapter Officers: Elizabeth Gilbert, *Pres.*; Seth W. Gilkerson, *Sec.* Active 52.
- Bethany College, Lindsborg, Kans. Chapter Officers: Emil O. Deere, *Pres.*; George W. Kleihege, *Sec.* Active 5.
- Bethany College, Bethany, W. Va. Active 10.
- Bethel College, Newton, Kans. Active 1.
- Birmingham Conservatory of Music, Birmingham, Ala. Active 1.
- Birmingham-Southern College, Birmingham, Ala. Active 5.
- Bishop College, Marshall, Tex. Chapter Officers: Melvin J. Banks, *Pres.*; Frances P. Wallace, *Sec.* Active 6.
- Blackburn College, Carlinville, Ill. Chapter Officers: Ross Ensminger, *Pres.*; Harold J. Zeigler, *Sec.* Active 20; Associate 1.
- Black Hills Teachers College, Spearfish, S. Dak. Active 1.
- Blue Mountain College, Blue Mountain, Miss. Active 1.
- Bluefield State College, Bluefield, W. Va. Chapter Officer: Charles R. Gilbert, *Pres.* Active 15.
- Boise Junior College, Boise, Idaho. Active 1.
- Boston College, Chestnut Hills, Mass. Chapter Officers: Frederick E. White, *Pres.*; Ralph K. Carleton, *Sec.* Active 16.
- Boston University, Boston, Mass. Chapter Officers: Royal M. Frye, *Pres.*; Keith D. Snyder, *Sec.* Active 238; Junior 8; Associate 4.
- Bowdoin College, Brunswick, Maine. Chapter Officers: Athern P. Daggett, *Pres.*; Lawrence Pelletier, *Sec.* Active 32.
- Bowling Green State University, Bowling Green, Ohio. Chapter Officers: Charles A. Barrell, *Pres.*; Jacqueline E. Timm, *Sec.* Active 200; Junior 6; Associate 1.
- Bradley University, Peoria, Ill. Chapter Officers: Sue Maxwell, *Pres.*; William B. Phillip, *Sec.* Active 56.
- Brandeis University, Waltham, Mass. Chapter Officers: Osborne Earle, *Pres.*; Lois R. Mayper, *Sec.* Active 12; Junior 6.
- Briarcliff Junior College, Briarcliff Manor, N. Y. Active 3; Associate 1.
- Bridgeport, University of, Bridgeport, Conn. Chapter Officers: Emerson G. Chamberlain, *Pres.*; J. Marie Anderwald, *Sec.* Active 38.

- Brigham Young University**, Provo, Utah. Active 3.
- British Columbia, University of**, Vancouver, B. C. Active 19.
- Brooklyn College**, Brooklyn, N. Y. Chapter Officers: Louie M. Miner, *Pres.*; Carl B. Boyer, *Sec.* Active 197; Associate 2.
- Brooklyn, Polytechnic Institute of**, Brooklyn, N. Y. Active 18; Junior 1.
- Brown University**, Providence, R. I. Chapter Officers: C. J. Ducasse, *Pres.*; Mary D. Bates, *Sec.* Active 66.
- Brownsville Junior College**, Brownsville, Tex. Active 1.
- Bryn Mawr College**, Bryn Mawr, Pa. Chapter Officers: Walter C. Michels, *Pres.*; Mary K. Woodworth, *Sec.* Active 26; Junior 1; Associate 1.
- Bucknell University**, Lewisburg, Pa. Chapter Officers: Mildred Martin, *Pres.*; Harriet A. Love, *Sec.* Active 81; Associate 1.
- Buffalo, University of**, Buffalo, N. Y. Chapter Officers: Carleton F. Scofield, *Pres.*; Sayre P. Maddock, *Sec.* Active 185; Junior 3; Associate 2.
- Butler University**, Indianapolis, Ind. Chapter Officers: Charles C. Josey, *Pres.*; Ruth Heitz, *Sec.* Active 112.
- California Institute of Technology**, Pasadena, Calif. Chapter Officers: E. T. Bell, *Pres.*; Horace N. Gilbert, *Sec.* Active 73; Associate 1.
- California State Polytechnic College**, San Luis Obispo, Calif. Active 12.
- California, University of**, Berkeley, Calif. Chapter Officers: A. R. Olson, *Pres.*; Garff B. Wilson, *Sec.* Active 269; Junior 2; Associate 2.
- California, University of**, Davis, Calif. Active 1.
- California University of**, Los Angeles, Calif. Chapter Officers: Charles L. Mowat, *Pres.*; Henry J. Bruman, *Sec.* Active 218; Junior 1; Associate 1.
- California, University of (Santa Barbara College)**, Santa Barbara, Calif. Chapter Officers: Maurice E. Faulkner, *Pres.*; Florence C. Meredith, *Sec.* Active 63; Associate 1.
- Calvin College**, Grand Rapids, Mich. Active 1.
- Campbell College**, Buies Creek, N. C. Active 1.
- Capital University**, Columbus, Ohio. Chapter Officers: W. O. Doescher, *Pres.*; Edward C. Fendt, *Sec.* Active 7; Associate 1.
- Carleton College**, Northfield, Minn. Active 20.
- Carnegie Institute of Technology**, Pittsburgh, Pa. Chapter Officers: Donald M. Goodfellow, *Pres.*; Margaret Zipp, *Sec.* Active 84; Associate 3.
- Carroll College**, Helena, Mont. Active 1.
- Carroll College**, Waukesha, Wis. Active 12.
- Carson-Newman College**, Jefferson City, Tenn. Active 1.
- Carthage College**, Carthage, Ill. Chapter Officers: Archie O. Boatman, *Pres.*; James J. Nehez, *Sec.* Active 20.
- Case Institute of Technology**, Cleveland, Ohio. Chapter Officers: Lewis R. Lowe, *Pres.*; Melvin J. Astle, *Sec.* Active 82; Associate 1.
- Catawba College**, Salisbury, N. C. Active 12.
- Catholic University of America**, Washington, D. C. Chapter Officers: Francis O. Rice, *Pres.*; Kenneth J. Bertrand, *Sec.* Active 78; Junior 1.

Cedar Crest College, Allentown, Pa. Chapter Officers: B. LeRoy Burkhart, *Pres.*; F. Leighton Peters, *Sec.* Active 24; Associate 1.

Centenary College of Louisiana, Shreveport, La. Chapter Officers: Merlin G. Cox, *Pres.*; Betty McKnight, *Sec.* Active 42.

Central College, North Little Rock, Ark. Chapter Officers: Ann Beck, *Pres.*; Erma Gray, *Sec.* Active 14.

Central College, Pella, Iowa. Active 4.

Central College, Fayette, Mo. Active 4.

Central State College, Edmond, Okla. Active 4.

Centre College of Kentucky, Danville, Ky. Chapter Officers: Emma L. Moon, *Pres.*; Walter R. Gattis, Jr., *Sec.* Active 23; Associate 1.

Chapman College, Los Angeles, Calif. Chapter Officers: F. R. Gay, *Pres.*; Morgan Harris, *Sec.* Active 19.

Charleston, College of, Charleston, S. C. Active 2.

Chattanooga, University of, Chattanooga, Tenn. Chapter Officers: Culver H. Smith, *Pres.*; Howard Sutton, *Sec.* Active 31.

Cheyney Teachers Training College, Cheyney, Pa. Active 1.

Chicago City Junior College (Wilson Branch), Chicago, Ill. Chapter Officers: Clarence W. Peterson, *Pres.*; Phyllis M. Conkey, *Sec.* Active 65.

Chicago City Junior College (Wright Branch), Chicago, Ill. Active 3.

Chicago College of Osteopathy, Chicago, Ill. Active 1.

Chicago Teachers College, Chicago, Ill. Active 16.

Chicago, University of, Chicago, Ill. Chapter Officers: John Hutchens, *Pres.*; H. G. Creel, *Sec.* Active 302; Junior 1; Associate 2.

Chico State College, Chico, Calif. Active 5; Associate 1.

Christian College, Columbia, Mo. Active 2.

Cincinnati, University of, Cincinnati, Ohio. Chapter Officers: Helen N. Smith, *Pres.*; Hope D. Warner, *Sec.* Active 226; Junior 2; Associate 4.

Cincinnati Conservatory of Music, Cincinnati, Ohio. Active 1.

Citadel, The, Charleston, S. C. Active 8.

City College, The, New York, N. Y. Chapter Officers: Percy M. Apfelbaum, *Pres.*; William E. Calford, *Sec.* Active 207; Associate 8.

City College, The (Commerce Center), New York, N. Y. Chapter Officers: Herbert Ruckes, *Pres.*; Herbert Spero, *Sec.* Active 42; Junior 1.

Claremont Colleges, Claremont, Calif. (Claremont, Active 4) (Claremont Men's, Active 11; Associate 1) (Pomona, Active 53; Associate 2) (Scripps, Active 16). Chapter Officers: Hollis P. Allen, *Pres.*; Alvin H. Scaff, *Sec.*

Clark College, Vancouver, Wash. Active 1.

Clark University, Worcester, Mass. Chapter Officers: Charles T. Burner, *Pres.*; Sherman S. Hayden, *Sec.* Active 45; Junior 1; Associate 1.

Clarkson School of Technology, Potsdam, N. Y. Active 5.

Clemson Agricultural College, Clemson, S. C. Chapter Officers: Edward C. Coker, Jr., *Pres.*; Jordan A. Dean, *Sec.* Active 82; Associate 1.

Coe College, Cedar Rapids, Ohio. Chapter Officers: Gordon H. McNeil, *Pres.*; J. R. Ashton, *Sec.* Active 39.

- Coker College**, Hartsville, S. C. Active 9; Associate 1.
- Colby College**, Waterville, Maine. Chapter Officers: Luella F. Norwood, *Pres.*; Ralph Goulston, *Sec.* Active 39; Associate 1.
- Colgate-Rochester Divinity School**, Rochester, N. Y. Active 1.
- Colgate University**, Hamilton, N. Y. Chapter Officers: Clarence W. Young, *Pres.*; Charles S. Blackton, *Sec.* Active 83; Junior 1; Associate 1.
- Colorado Agricultural and Mechanical College**, Fort Collins, Colo. Chapter Officers: Walter D. Thomas, Jr., *Pres.*; Elizabeth M. Wing, *Sec.* Active 46; Junior 1.
- Colorado College**, Colorado Springs, Colo. Chapter Officers: Frank A. Krutzke, *Pres.*; Howard M. Olson, *Sec.* Active 55; Associate 1.
- Colorado School of Mines**, Golden, Colo. Chapter Officers: Leonard W. Hartkemeier, *Pres.*; Truman H. Kuhn, *Sec.* Active 23.
- Colorado State College of Education**, Greeley, Colo. Active 3.
- Colorado, Western State College of**, Gunnison, Colo. Chapter Officers: Reinhardt Schulmann, *Pres.*; Hannah Praxl, *Sec.* Active 32; Junior 1.
- Colorado, University of**, Boulder, Colo. Chapter Officers: Eugene H. Wilson, *Pres.*; H. Harold Kelley, *Sec.* Active 158; Junior 1; Associate 5.
- Columbia University**, New York, N. Y. Chapter Officer: J. F. Ritt, *Pres.*; Otis E. Fellows, *Sec.* Active 217; Junior 7; Associate 3.
- Concord College**, Athens, W. Va. Chapter Officers: Andrew V. Kozak, *Pres.*; Harry Finkelman, *Sec.* Active 39.
- Connecticut College**, New London, Conn. Chapter Officers: Dorothy Bethurum, *Pres.*; Betty F. Thomson, *Sec.* Active 69; Associate 2.
- Connecticut, Teachers College of**, New Britain, Conn. Active 24.
- Connecticut, University of**, Storrs, Conn. Chapter Officers: Charles A. Owen, *Pres.*; Dorothy Culp, *Sec.* Active 78; Junior 1; Associate 2.
- Connecticut, University of (Fort Trumbull Branch)**, New London, Conn. Chapter Officer: Edward B. Hine, *Pres.* Active 46.
- Converse College**, Spartanburg, S. C. Active 1.
- Cooper Union, The**, New York, N. Y. Chapter Officers: Leroy H. Buckingham, *Pres.*; Ralph de Somer Childs, *Sec.* Active 55.
- Cornell College**, Mount Vernon, Iowa. Chapter Officers: Chester L. Rich, *Pres.*; C. F. Littell, *Sec.* Active 48.
- Cornell University**, Ithaca, N. Y. Chapter Officers: John R. Moynihan, *Pres.*; Eleanor Emerson, *Sec.* Active 310; Junior 14; Associate 6.
- Cottey College**, Nevada, Mo. Junior 1; Associate 1.
- Creighton University**, Omaha, Nebr. Active 4; Associate 1.
- Crozer Theological Seminary**, Chester, Pa. Junior 1.
- Culver-Stockton College**, Canton, Mo. Chapter Officers: N. O. Halverson, *Pres.*; John B. Morrice, *Sec.* Active 14.
- Dakota Wesleyan University**, Mitchell, S. Dak. Active 7.
- Dalhousie University**, Halifax, Nova Scotia. Active 1.
- Danbury State Teachers College**, Danbury, Conn. Active 2.

- Dartmouth College**, Hanover, N. H. Chapter Officers: Willis M. Rayton, *Pres.*; Frank G. Ryder, *Sec.* Active 136; Associate 1.
- Davidson College**, Davidson, N. C. Chapter Officers: G. R. Vowles, *Pres.*; Arthur G. Griffin, *Sec.* Active 10.
- Davis and Elkins College**, Elkins, West Va. Active 2.
- Dayton, University of**, Dayton, Ohio. Active 8.
- Delaware State College**, Dover, Del. Active 3.
- Delaware, University of**, Newark, Del. Chapter Officers: Elizabeth Dyer, *Pres.*; Ralph W. Jones, *Sec.* Active 97; Associate 2.
- Del Mar College**, Corpus Christi, Tex. Active 3.
- Denison University**, Granville, Ohio. Chapter Officers: Charles L. Major, *Pres.*; Lionel G. Crocker, *Sec.* Active 73.
- Denver, University of**, Denver, Colo. Chapter Officers: J. Fagg Foster, *Pres.*; Dorothea Spellman, *Sec.* Active 201; Junior 3.
- De Paul University**, Chicago, Ill. Chapter Officers: Joseph E. Semrad, *Pres.*; William R. Dunk, *Sec.* Active 83; Associate 1.
- DePauw University**, Greencastle, Ind. Chapter Officers: Vera L. Mintle, *Pres.*; Joseph C. Heston, *Sec.* Active 127; Associate 3.
- Des Moines Still College of Osteopathy and Surgery**, Des Moines, Iowa. Active 1.
- Detroit, University of**, Detroit, Mich. Chapter Officer: D. R. Jannisse, *Pres.* Active 13.
- Dickinson College**, Carlisle, Pa. Chapter Officers: Herbert Wing, Jr., *Pres.*; Thelma M. Smith, *Sec.* Active 43; Associate 1.
- Dillard University**, New Orleans, La. Active 1.
- Doane College**, Crete, Nebr. Active 4.
- Dominican College of San Rafael**, San Rafael, Calif. Active 3.
- Drake University**, Des Moines, Iowa. Chapter Officers: J. James McPherson, *Pres.*; Myrtle Beinhauer, *Sec.* Active 102; Junior 1; Associate 1.
- Drew University**, Madison, N. J. Chapter Officers: E. K. Kline, *Pres.*; F. Heisse Johnson, *Sec.* Active 30.
- Drexel Institute of Technology**, Philadelphia, Pa. Active 4.
- Drury College**, Springfield, Mo. Active 18.
- Dubuque, University of**, Dubuque, Iowa. Chapter Officers: L. Dean Wallace, *Pres.*; Margaret E. Van Scoyoc, *Sec.* Active 23; Associate 1.
- Duchesne College**, Omaha, Nebr. Active 1.
- Duke University**, Durham, N. C. Chapter Officers: William B. Hamilton, Jr., *Pres.*; Louise Hall, *Sec.* Active 174; Junior 1; Associate 2.
- Dunbarton College of The Holy Cross**, Washington, D. C. Active 1.
- Duquesne University**, Pittsburgh, Pa. Chapter Officers: Gerald L. Zimmerman, *Pres.*; Joseph H. Ridge, *Sec.* Active 63.
- Earlham College**, Richmond, Ind. Chapter Officers: Murvel R. Garner, *Pres.*; Norma Bentley, *Sec.* Active 23.
- East Carolina Teachers College**, Greenville, N. C. Chapter Officer: Beecher Flanagan, *Pres.* Active 19.

- Eden Theological Seminary**, Webster Groves, Mo. Active 1.  
**Education and Industrial Arts, College of**, Wilberforce, Ohio. Active 15; Associate 1.  
**Elmhurst College**, Elmhurst, Ill. Chapter Officers: Harvey DeBruine, *Pres.*; Philip Durham, *Sec.* Active 15.  
**Elmira College**, Elmira, N. Y. Chapter Officers: Esther V. Hansen, *Pres.*; Margaret Greene, *Sec.* Active 22; Associate 2.  
**Elon College**, Elon College, N. C. Active 1.  
**Emmanuel Missionary College**, Berrien Springs, Mich. Active 1.  
**Emory University**, Emory University, Ga. Active 29.  
**Erskine College**, Due West, S. C. Active 1.  
**Eureka College**, Eureka, Ill. Active 3.  
**Evansville College**, Evansville, Ind. Chapter Officers: Leland W. Moon, *Pres.*; Mary G. Wolfe, *Sec.* Active 66; Associate 2.  
**Everett Junior College**, Everett, Wash. Active 6.  
  
**Fairleigh Dickinson College**, Rutherford, N. J. Active 15.  
**Fairmont State College**, Fairmont, W. Va. Chapter Officers: Norbert J. Zeimes, *Pres.*; Dorothy Lucker, *Sec.* Active 23; Associate 1.  
**Fayetteville State Teachers College**, Fayetteville, N. C. Active 2.  
**Fenn College**, Cleveland, Ohio. Chapter Officers: Randle E. Dahl, *Pres.*; Karl H. Van D'Elden, *Sec.* Active 29.  
**Ferris Institute (College of Pharmacy)**, Big Rapids, Mich. Active 4.  
**Finch Junior College**, New York, N. Y. Active 1.  
**Findlay College**, Findlay, Ohio. Active 10.  
**Fisk University**, Nashville, Tenn. Active 31; Associate 1.  
**Florida Agricultural and Mechanical College for Negroes**, Tallahassee, Fla. Active 8.  
**Florida Southern College**, Lakeland, Fla. Active 12.  
**Florida State University**, Tallahassee, Fla. Chapter Officers: Robert D. Miller, *Pres.*; Frederick J. Hicks, *Sec.* Active 173; Junior 1; Associate 3.  
**Florida, University of**, Gainesville, Fla. Chapter Officers: Paul L. Hanna, *Pres.*; H. S. Wolfe, *Sec.* Active 276; Junior 8; Associate 2.  
**Fordham University (Bronx Division)**, New York, N. Y. Active 8.  
**Fordham University (Manhattan Division)**, New York, N. Y. Chapter Officer: Maurice I. Hart, *Pres.* Active 9; Associate 1.  
**Fort Valley State College**, Fort Valley, Ga. Active 2.  
**Franklin College of Indiana**, Franklin, Ind. Chapter Officers: I. George Blake, *Pres.*; Virsel Roe, *Sec.* Active 26.  
**Franklin and Marshall College**, Lancaster, Pa. Chapter Officers: W. Nelson Francis, *Pres.*; Robert V. Moss, Jr., *Sec.* Active 62.  
**Fresno State College**, Fresno, Calif. Chapter Officers: Francis Wiley, *Pres.*; John Duke, *Sec.* Active 123; Associate 1.  
**Fullerton Junior College**, Fullerton, Calif. Active 1.  
**Furman University**, Greenville, S. C. Chapter Officers: Ethel Reed Watters, *Pres.*; Jane Flener, *Sec.* Active 37.

- Gannon College, Erie, Pa. Associate 1.  
Garrett Biblical Institute, Evanston, Ill. Active 2.  
Geneva College, Beaver Falls, Pa. Chapter Officers: T. M. McMillion, *Pres.*;  
Kenneth Saxton, *Sec.* Active 18.  
George Peabody College for Teachers, Nashville, Tenn. Active 7.  
George Pepperdine College, Los Angeles, Calif. Active 1.  
George Washington University, Washington, D. C. Chapter Officers:  
Thelma Hunt, *Pres.*; Paul Calabrisi, *Sec.* Active 79; Junior 2.  
George Williams College, Chicago, Ill. Active 1; Associate 1.  
Georgetown University, Washington, D. C. Chapter Officers: Leo M.  
Bellerose, *Pres.*; Bernard Wagner, *Sec.* Active 26; Junior 1.  
Georgia College, North, Dahlonega, Ga. Active 9.  
Georgia Institute of Technology, Atlanta, Ga. Chapter Officers: Clarke  
W. Hook, *Pres.*; W. Richard Metcalf, *Sec.* Active 118; Associate 1.  
Georgia State College for Women, Milledgeville, Ga. Active 8; Associate 1.  
Georgia, University of, Athens, Ga. Chapter Officers: Jonathan J. Westfall,  
*Pres.*; Jules C. Alciatore, *Sec.* Active 138; Associate 4.  
Georgia, University of (Atlanta Division), Atlanta, Ga. Active 4.  
Gettysburg College, Gettysburg, Pa. Chapter Officer: W. F. Shaffer, *Pres.*  
Active 41; Associate 1.  
Gonzaga University, Spokane, Wash. Active 1.  
Good Counsel College, White Plains, N. Y. Active 1.  
Goucher College, Baltimore, Md. Chapter Officers: Vola P. Barton, *Pres.*;  
Frederick G. Reuss, *Sec.* Active 49; Associate 1.  
Grays Harbor College, Aberdeen, Wash. Active 1.  
Green Mountain Junior College, Poultney, Vt. Active 7.  
Greensboro College, Greensboro, N. C. Active 8.  
Grinnell College, Grinnell, Iowa. Chapter Officers: Otto Jelinek, *Pres.*;  
Frank B. Stratton, *Sec.* Active 34; Associate 1.  
Grove City College, Grove City, Pa. Active 6.  
Guilford College, Guilford College, N. C. Active 5.  
Gustavus Adolphus College, St. Peter, Minn. Chapter Officers: Gerhard  
T. Alexis, *Pres.*; Donald R. Fryxell, *Sec.* Active 15.
- Hahnemann Medical College, Philadelphia, Pa. Chapter Officers: Armand  
W. Angulo, *Pres.*; Herbert S. Warren, *Sec.* Active 18.  
Hamilton College, Clinton, N. Y. Chapter Officers: Philip V. Rogers, *Pres.*;  
Paul C. Hayner, *Sec.* Active 38; Associate 1.  
Hamline University, St. Paul, Minn. Chapter Officers: Russell J. Compton,  
*Pres.*; Eva Bavolak, *Sec.* Active 30.  
Hampton Institute, Hampton, Va. Active 24; Associate 1.  
Hanover College, Hanover, Ind. Active 3.  
Hardin-Simmons University, Abilene, Tex. Active 3.  
Harris Teachers College, St. Louis, Mo. Chapter Officers: Albert L. Lindel,  
*Pres.*; Lillian Nagel, *Sec.* Active 20.

- Harvard University**, Cambridge, Mass. Chapter Officers: Alfred S. Romer, *Pres.*; Edward L. Ullman, *Sec.* Active 161; Junior 3; Associate 1.
- Hastings College**, Hastings, Nebr. Active 3.
- Haverford College**, Haverford, Pa. Chapter Officers: Ralph M. Sargent, *Pres.*; Theodore B. Hetzel, *Sec.* Active 30; Associate 1.
- Hawaii, University of**, Honolulu, Hawaii. Chapter Officers: Ralph Hoeber, *Pres.*; Evelyn Castro, *Sec.* Active 96; Junior 1; Associate 2.
- Heidelberg College**, Tiffin, Ohio. Active 6.
- Henderson State Teachers College**, Arkadelphia, Ark. Associate 1.
- Hendrix College**, Conway, Ark. Active 3.
- Hillsdale College**, Hillsdale, Mich. Active 1.
- Hillyer College**, Hartford, Conn. Chapter Officers: James J. Sullivan, *Pres.*; Warren E. Kudner, *Sec.* Active 32.
- Hiram College**, Hiram, Ohio. Chapter Officer: L. E. Cannon, *Sec.* Active 7.
- Hofstra College**, Hempstead, N. Y. Chapter Officers: J. George Lutz, *Pres.*; E. Marie Hove, *Sec.* Active 65; Associate 1.
- Hollins College**, Hollins College, Va. Chapter Officers: Kathleen C. Jackson, *Pres.*; Herta Taussig, *Sec.* Active 28; Associate 1.
- Holy Cross, College of the**, Worcester, Mass. Active 7.
- Hood College**, Frederick, Md. Chapter Officers: Onica Prall, *Pres.*; Margaret S. Neely, *Sec.* Active 48.
- Hope College**, Holland, Mich. Associate 1.
- Houston, University of**, Houston, Tex. Active 13; Junior 2.
- Howard College**, Birmingham, Ala. Active 4; Associate 1.
- Howard University**, Washington, D. C. Chapter Officers: Gustav Auzenne, Jr., *Pres.*; Virginia W. Callahan, *Sec.* Active 66; Associate 1.
- Humboldt State College**, Arcata, Calif. Active 25.
- Hunter College**, New York, N. Y. Chapter Officers: Rosalind Tough, *Pres.*; Eleanor Reilly, *Sec.* Active 226; Junior 1; Associate 1.
- Idaho, College of**, Caldwell, Idaho. Active 3.
- Idaho Junior College, North**, Coeur d'Alene, Idaho. Active 3.
- Idaho College of Education, Northern**, Lewiston, Idaho. Active 14.
- Idaho State College**, Pocatello, Idaho. Chapter Officers: Robert C. Stevenson, *Pres.*; Tillman M. Cantrell, *Sec.* Active 77; Associate 1.
- Idaho, University of**, Moscow, Idaho. Chapter Officers: Robert E. Hosack, *Pres.*; William C. Banks, *Sec.* Active 30; Associate 2.
- Iliff School of Theology**, Denver, Colo. Associate 1.
- Illinois College**, Jacksonville, Ill. Active 11; Associate 1.
- Illinois Institute of Technology**, Chicago, Ill. Chapter Officers: Wilson P. Green, *Pres.*; Marie W. Spencer, *Sec.* Active 67; Junior 1; Associate 1.
- Illinois State College, Eastern**, Charleston, Ill. Chapter Officers: Howard DeF. Widger, *Pres.*; Elizabeth Michael, *Sec.* Active 87.
- Illinois State College, Western**, Macomb, Ill. Chapter Officers: Arthur R. Olsen, *Pres.*; Elna Scott, *Sec.* Active 63; Associate 1.

- Illinois State Normal University**, Normal, Ill. Chapter Officers: Claude M. Dillinger, *Pres.*; Clyde T. McCormick, *Sec.* Active 168; Associate 1.  
**Illinois State Teachers College**, Northern, DeKalb, Ill. Active 24; Associate 2.  
**Illinois University, Southern**, Carbondale, Ill. Chapter Officers: J. Carey Davis, *Pres.*; Esther M. Shubert, *Sec.* Active 144; Junior 6; Associate 6.  
**Illinois, University of**, Urbana, Ill. Chapter Officers: Donald L. Kemmerer, *Pres.*; Mary L. Bull, *Sec.* Active 616; Junior 4; Associate 2.  
**Illinois, University of (Navy Pier)**, Chicago, Ill. Chapter Officer: Ernest Van Keuren, *Pres.*; Active 118; Junior 1; Associate 1.  
**Illinois Wesleyan University**, Bloomington, Ill. Chapter Officers: Cloyce Campbell, *Pres.*; Lucile Klauser, *Sec.* Active 24.  
**Indiana Central College**, Indianapolis, Ind. Chapter Officers: Eugene T. Underwood, *Pres.*; John E. Hill, *Sec.* Active 9.  
**Indiana State Teachers College**, Terre Haute, Ind. Chapter Officers: G. David Koch, *Pres.*; Inez Morris, *Sec.* Active 78.  
**Indiana University**, Bloomington, Ind. Chapter Officers: Mary M. Crawford, *Pres.*; Ruth G. Strickland, *Sec.* Active 294; Junior 5; Associate 2.  
**Institute for Advanced Study**, Princeton, N. J. Active 4.  
**Iowa State College of Agriculture and Mechanic Arts**, Ames, Iowa. Chapter Officers: Gertrude E. Chittenden, *Pres.*; C. Buell Lipa, *Sec.* Active 191; Junior 11.  
**Iowa State Teachers College**, Cedar Falls, Iowa. Chapter Officers: Daryl Pendergraft, *Pres.*; Richard R. Braddock, *Sec.* Active 173.  
**Iowa, State University of**, Iowa City, Iowa. Chapter Officers: Samuel B. Barker, *Pres.*; C. Addison Hickman, *Sec.* Active 438; Junior 6; Associate 3.  
**Iowa Wesleyan College**, Mount Pleasant, Iowa. Chapter Officers: John R. Kapp, *Pres.*; Harry L. Wilkey, *Sec.* Active 10.  
  
**James Millikin University**, Decatur, Ill. Chapter Officer: Dorothy J. McClure, *Sec.* Active 47.  
**Jamestown College**, Jamestown, N. Dak. Active 3.  
**Jefferson Medical College**, Philadelphia, Pa. Active 4.  
**John B. Stetson University**, DeLand, Fla. Active 20.  
**John Carroll University**, Cleveland, Ohio. Chapter Officers: John M. Gersting, *Pres.*; Edwin F. Gilchrist, *Sec.* Active 29.  
**Johns Hopkins University**, Baltimore, Md. Chapter Officers: Charles A. Barker, *Pres.*; Richard M. Alt, *Sec.* Active 74; Associate 2.  
**Johnson C. Smith University**, Charlotte, N. C. Active 1.  
**Joplin Junior College**, Joplin, Mo. Active 13.  
**Judson College**, Marion, Ala. Active 3.  
**Juniata College**, Huntingdon, Pa. Active 6.  
  
**Kalamazoo College**, Kalamazoo, Mich. Active 11.

- Kansas State College of Agriculture and Applied Science**, Manhattan, Kans. Chapter Officers: Fritz Moore, *Pres.*; Helen P. Hostetter, *Sec.* Active 63; Junior 1.
- Kansas State College**, Fort Hays, Hays, Kans. Chapter Officers: Marion F. Coulson, *Pres.*; Mabel Lacey, *Sec.* Active 49.
- Kansas State Teachers College**, Emporia, Kans. Chapter Officer: S. Winston Cram, *Pres.* Active 63.
- Kansas State Teachers College**, Pittsburg, Kans. Chapter Officers: Walter Pennington, *Pres.*; Theodore M. Sperry, *Sec.* Active 40; Associate 1.
- Kansas, University of**, Lawrence, Kans. Chapter Officers: Leland J. Pritchard, *Pres.*; William D. Paden, *Sec.* Active 378; Junior 2; Associate 2.
- Kansas City College of Osteopathy and Surgery**, Kansas City, Mo. Active 1.
- Kansas City, University of**, Kansas City, Mo. Active 47; Junior 4.
- Kent State University**, Kent, Ohio. Chapter Officers: E. Turner Stump, *Pres.*; Marion Van Campen, *Sec.* Active 169; Junior 2; Associate 1.
- Kentucky State College**, Frankfort, Ky. Chapter Officers: Henry E. Cheaney, *Pres.*; Rutha W. Jack, *Sec.* Active 11.
- Kentucky State College, Eastern**, Richmond, Ky. Chapter Officers: Presley M. Grise, *Pres.*; H. H. LaFuze, *Sec.* Active 43.
- Kentucky State Teachers College, Western**, Bowling Green, Ky. Active 1.
- Kentucky, University of**, Lexington, Ky. Chapter Officers: Irwin T. Sanders, *Pres.*; Gladys M. Kammerer, *Sec.* Active 206; Associate 4.
- Kenyon College**, Gambier, Ohio. Chapter Officers: John Chalmers, *Pres.*; William D. Berg, *Sec.* Active 37.
- Keuka College**, Keuka Park, N. Y. Chapter Officers: Robert G. Gordon, *Pres.*; Mabel Belden, *Sec.* Active 26; Associate 1.
- Keystone Junior College**, La Plume, Pa. Active 4.
- Kirksville College of Osteopathy and Surgery**, Kirksville, Mo. Chapter Officers: Albert P. Kline, *Pres.*; Wilbur V. Cole, *Sec.* Active 18.
- Knox College**, Galesburg, Ill. Active 32.
- Knoxville College**, Knoxville, Tenn. Active 1.
- Lafayette College**, Easton, Pa. Chapter Officers: Samuel Pascal, *Pres.*; W. Edward Brown, *Sec.* Active 89; Associate 1.
- La Grange College**, La Grange, Ga. Active 2.
- Lake Erie College**, Painesville, Ohio. Chapter Officers: Philip L. Gray, *Pres.*; Margaret L. Southworth, *Sec.* Active 19; Associate 2.
- Lake Forest College**, Lake Forest, Ill. Chapter Officers: Edward O. North, *Pres.*; Robert L. Sharvy, *Sec.* Active 41; Associate 1.
- Lamar College**, Beaumont, Tex. Active 7.
- Langston University**, Langston, Okla. Active 3.
- LaSalle College**, Philadelphia, Pa. Active 14.
- La Sierra College**, Arlington, Calif. Active 1.
- Laval, University of**, Quebec, Que. Active 1.
- Lawrence College**, Appleton, Wis. Chapter Officers: Stephen F. Darling, *Pres.*; Relis B. Brown, *Sec.* Active 35; Associate 1.

- Lebanon Valley College**, Annville, Pa. Active 17.  
**Lehigh University**, Bethlehem, Pa. Active 27; Associate 2.  
**Lenoir-Rhyne College**, Hickory, N. C. Active 2.  
**Lewis and Clark College**, Portland, Oreg. Chapter Officers: John H. Walker,  
Pres.; Katherine S. Arnold, Sec. Active 38; Associate 1.  
**Limestone College**, Gaffney, S. C. Active 4.  
**Lincoln Memorial University**, Harrogate, Tenn. Active 8.  
**Lincoln University**, Jefferson City, Mo. Chapter Officers: Milton Hardiman,  
Pres.; U. S. Maxwell, Sec. Active 49.  
**Lincoln University**, Lincoln University, Pa. Active 3.  
**Lindenwood College**, St. Charles, Mo. Chapter Officers: Siegmund A. E.  
Betz, Pres.; Lois Karr, Sec. Active 48.  
**Linfield College**, McMinnville, Oreg. Chapter Officers: William C. Smith,  
Pres.; Helen Emerson, Sec. Active 19.  
**Little Rock Junior College**, Little Rock, Ark. Active 16.  
**Livingstone College**, Salisbury, N. C. Active 3.  
**Long Beach City College**, Long Beach, Calif. Active 1.  
**Long Island College of Medicine**, Brooklyn, N. Y. Active 1.  
**Long Island University (Brooklyn College of Pharmacy)**, Brooklyn, N. Y.  
Active 1.  
**Longwood College**, Farmville, Va. Chapter Officers: C. G. Gordon Moss,  
Pres.; Florence H. Stubbs, Sec. Active 30.  
**Loretto Heights College**, Loretto, Colo. Active 1.  
**Los Angeles City College**, Los Angeles, Calif. Active 1.  
**Los Angeles Junior College, East**, Los Angeles, Calif. Active 1.  
**Los Angeles College of Optometry**, Los Angeles, Calif. Active 1.  
**Louisiana College**, Pineville, La. Active 2.  
**Louisiana College, Southeastern**, Hammond, La. Chapter Officer: Guss  
Orr, Sec. Active 13.  
**Louisiana Institute, Southwestern**, Lafayette, La. Chapter Officers: George  
B. Claycomb, Pres.; Ralph H. Agate, Sec. Active 26.  
**Louisiana, Northwestern State College of**, Natchitoches, La. Chapter  
Officers: William G. Erwin, Pres.; Inez Allen, Sec. Active 69.  
**Louisiana Polytechnic Institute**, Ruston, La. Chapter Officers: John R.  
Fowler, Pres.; Merle Burk, Sec. Active 48.  
**Louisiana State University**, Baton Rouge, La. Chapter Officers: Adolphus  
J. Bryan, Pres.; Ilda M. Schriener, Sec. Active 178; Associate 1.  
**Louisville, University of**, Louisville, Ky. Chapter Officers: Harvey C. Web-  
ster, Pres.; William F. Ekstrom, Sec. Active 110.  
**Lower Columbia Junior College**, Longview, Wash. Active 1.  
**Loyola College**, Baltimore, Md. Active 1.  
**Loyola University**, Chicago, Ill. Chapter Officers: Paul S. Lietz, Pres.;  
D. Herbert Abel, Sec. Active 92; Junior 5; Associate 2.  
**Loyola University**, New Orleans, La. Active 7.  
**Loyola University of Los Angeles**, Los Angeles, Calif. Active 1.

- Luther College**, Decorah, Iowa. Active 6.  
**Lutheran Theological Seminary**, Philadelphia, Pa. Active 1.  
**Lutheran Theological Southern Seminary**, Columbia, S. C. Active 1.  
**Lycoming College**, Williamsport, Pa. Active 23.  
**Lynchburg College**, Lynchburg, Va. Chapter Officers: Harold H. Garretson, *Pres.*; Joseph B. Hunter, *Sec.* Active 22.
- McCormick Theological Seminary**, Chicago, Ill. Active 1.  
**McGill University**, Montreal, Que. Active 4.  
**MacMurray College for Women**, Jacksonville, Ill. Active 14.  
**McPherson College**, McPherson, Kans. Active 1.  
**Macalester College**, St. Paul, Minn. Chapter Officers: J. Huntley Dupre, *Pres.*; Hollis L. Johnson, *Sec.* Active 49; Associate 1.  
**Madison College**, Harrisonburg, Va. Chapter Officers: Leland Schubert, *Pres.*; Ruby E. Cundiff, *Sec.* Active 32.  
**Maine, University of**, Orono, Maine. Chapter Officers: Himy B. Kirshen, *Pres.*; Theodore C. Weiler, *Sec.* Active 85; Junior 1.  
**Manchester College**, North Manchester, Ind. Active 2.  
**Manhattan College**, New York, N. Y. Chapter Officers: John A. Cossa, *Pres.*; Donald J. Carty, *Sec.* Active 12.  
**Manhattanville College of the Sacred Heart**, New York, N. Y. Chapter Officers: Julio A. Mira, *Pres.*; Doris Duffy, *Sec.* Active 52.  
**Manila Central College**, Manila, Philippines. Active 1.  
**Manitoba, University of**, Winnipeg, Manitoba. Chapter Officers: William G. Stobie, *Pres.*; Herschel A. Elarth, *Sec.* Active 39.  
**Marietta College**, Marietta, Ohio. Chapter Officers: E. L. Krause, *Pres.*; Fritz Marti, *Sec.* Active 19.  
**Marquette University**, Milwaukee, Wis. Active 23.  
**Marshall College**, Huntington, W. Va. Chapter Officers: Jack R. Brown, *Pres.*; Virginia Lee, *Sec.* Active 42; Junior 1; Associate 2.  
**Mary Baldwin College**, Staunton, Va. Active 5.  
**Marygrove College**, Detroit, Mich. Active 4.  
**Maryland College, Western**, Westminster, Md. Chapter Officers: Harwell P. Sturdivant, *Pres.*; Dean W. Hendrickson, *Sec.* Active 22.  
**Maryland State Teachers College**, Frostburg, Md. Active 5.  
**Maryland State Teachers College**, Salisbury, Md. Active 1.  
**Maryland State Teachers College**, Towson, Md. Active 8.  
**Maryland, University of**, College Park, Md. Chapter Officers: Marie D. Bryan, *Pres.*; Louis E. Otts, Jr., *Sec.* Active 269; Junior 11; Associate 2.  
**Marymount College**, Tarrytown, N. Y. Active 1.  
**Maryville College**, Maryville, Tenn. Active 7.  
**Mason City Junior College**, Mason City, Iowa. Active 1.  
**Massachusetts Institute of Technology**, Cambridge, Mass. Chapter Officers: N. A. Milas, *Pres.*; Philip Franklin, *Sec.* Active 50; Associate 1.  
**Massachusetts State Teachers College**, Fitchburg, Mass. Active 1.

Massachusetts State Teachers College, Framingham, Mass. Active 8.  
Massachusetts State Teachers College, North Adams, Mass. Active 6.  
Massachusetts State Teachers College, Worcester, Mass. Active 2.  
Massachusetts, University of, Amherst, Mass. Chapter Officers: Maxwell H. Goldberg, *Pres.*; James G. Snedecor, *Sec.* Active 60.  
Medical Evangelists, College of, Los Angeles, Calif. Active 1.  
Meharry Medical College, Nashville, Tenn. Chapter Officers: Carr A. Treherne, *Pres.*; Mary Lee Brown, *Sec.* Active 35.  
Memphis State College, Memphis, Tenn. Chapter Officers: Holger Anderson, *Pres.*; Walker F. Agnew, *Sec.* Active 46.  
Mercer University, Macon, Ga. Active 7; Associate 1.  
Mercyhurst College, Erie, Pa. Active 1.  
Meredith College, Raleigh, N. C. Active 8.  
Meridian Municipal Junior College, Meridian, Miss. Active 1.  
Miami University, Oxford, Ohio. Chapter Officer: F. B. Joyner, *Sec.* Active 35; Associate 2.  
Miami, University of, Coral Gables, Fla. Chapter Officers: Thomas J. Wood, *Pres.*; Melanie R. Rosborough, *Sec.* Active 134; Associate 7.  
Michigan College of Education, Central, Mt. Pleasant, Mich. Active 6; Associate 2.  
Michigan College of Education, Northern, Marquette, Mich. Active 20.  
Michigan College of Education, Western, Kalamazoo, Mich. Active 27.  
Michigan College of Mining and Technology, Houghton, Mich. Active 20.  
Michigan State College of Agriculture and Applied Science, East Lansing, Mich. Chapter Officers: Denzel C. Cline, *Pres.*; Justin Zinn, *Sec.* Active 296; Junior 1; Associate 1.  
Michigan State Normal College, Ypsilanti, Mich. Chapter Officers: John B. Virtue, *Pres.*; P. L. Zickgraf, *Sec.* Active 51.  
Michigan, University of, Ann Arbor, Mich. Chapter Officers: Norman E. Nelson, *Pres.*; Philip R. Wiklund, *Sec.* Active 333; Junior 19; Associate 3.  
Middlebury College, Middlebury, Vt. Chapter Officers: John G. Bowker, *Pres.*; Walter H. Clark, *Sec.* Active 64; Junior 1; Associate 1.  
Miles College, Birmingham, Ala. Active 2.  
Mills College, Oakland, Calif. Chapter Officers: Mary W. Bennett, *Pres.*; Howard Brubeck, *Sec.* Active 53; Associate 2.  
Millsaps College, Jackson, Miss. Active 13.  
Milwaukee-Downer College, Milwaukee, Wis. Active 7.  
Miner Teachers College, Washington, D. C. Active 1.  
Minnesota State Teachers College, Bemidji, Minn. Active 17.  
Minnesota State Teachers College, Mankato, Minn. Active 12.  
Minnesota State Teachers College, Moorhead, Minn. Active 2; Associate 1.  
Minnesota State Teachers College, St. Cloud, Minn. Chapter Officers: Thearle A. Barnhart, *Pres.*; Arthur F. Nelson, *Sec.* Active 10; Associate 1.  
Minnesota State Teachers College, Winona, Minn. Chapter Officers: Dorothy B. Magnus, *Pres.*; Ray J. Scarborough, *Sec.* Active 27.

- Minnesota, University of**, Minneapolis, Minn. Chapter Officers: L. H. Reyerson, *Pres.*; Robert McClure, *Sec.* Active 471; Junior 7; Associate 5.
- Minnesota, University of (Duluth Branch)**, Duluth, Minn. Chapter Officers: Thomas W. Chamberlin, *Pres.*; Ivan Nylander, *Sec.* Active 101.
- Misericordia College**, Dallas, Pa. Active 1.
- Mississippi College**, Clinton, Miss. Active 2.
- Mississippi Southern College**, Hattiesburg, Miss. Active 13.
- Mississippi State College**, State College, Miss. Chapter Officers: Arthur Ollivier, *Pres.*; H. Gordon Lewis, *Sec.* Active 86; Associate 3.
- Mississippi State College for Women**, Columbus, Miss. Active 15.
- Mississippi, University of**, University, Miss. Chapter Officers: Raymer W. Tinsley, *Pres.*; Morton B. King, Jr., *Sec.* Active 35; Associate 2.
- Missouri College, Central**, Warrensburg, Mo. Chapter Officers: Courtney C. Aldrich, Jr., *Pres.*; Loren W. Akers, *Sec.* Active 25.
- Missouri School of Mines and Metallurgy**, Rolla, Mo. Active 18.
- Missouri State College, Southeast**, Cape Girardeau, Mo. Chapter Officers: Cecil F. Marshall, *Pres.*; Helen deW. Bedford, *Sec.* Active 44; Associate 2.
- Missouri State College, Southwest**, Springfield, Mo. Chapter Officers: Elda Robins, *Pres.*; Richard Wilkinson, *Sec.* Active 38; Associate 1.
- Missouri State Teachers College, Northeast**, Kirksville, Mo. Active 21.
- Missouri State Teachers College, Northwest**, Maryville, Mo. Chapter Officers: John S. Taylor, *Pres.*; Ramona Canton, *Sec.* Active 43.
- Missouri, University of**, Columbus, Mo. Chapter Officers: Russell S. Bauder, *Pres.*; Jack Matthews, *Sec.* Active 237; Junior 1; Associate 4.
- Missouri Valley College**, Marshall, Mo. Active 10.
- Modesto Junior College**, Modesto, Calif. Active 1.
- Monmouth College**, Monmouth, Ill. Chapter Officers: Dorothy Donald, *Pres.*; W. Malcolm Reid, *Sec.* Active 46; Associate 1.
- Montana School of Mines**, Butte, Mont. Active 3.
- Montana State College**, Bozeman, Mont. Chapter Officers: Eldon R. Dodge, *Pres.*; E. Wayne Marjarum, *Sec.* Active 29.
- Montana College of Education, Eastern**, Billings, Mont. Chapter Officer: Vernon Cooper, *Pres.* Active 12; Junior 1.
- Montana College of Education, Western**, Dillon, Mont. Active 1; Associate 1.
- Montana College, Northern**, Havre, Mont. Active 1.
- Montana State University**, Missoula, Mont. Chapter Officers: Harold Tascher, *Pres.*; L. Leland Durkee, *Sec.* Active 105.
- Montgomery Junior College**, Bethesda, Md. Chapter Officers: William L. Fox, *Pres.*; Allen H. Jones, *Sec.* Active 10.
- Monticello College**, Godfrey, Ill. Active 1.
- Montreal University**, Montreal, Que. Active 2.
- Moravian College**, Bethlehem, Pa. Active 3.
- Morehead State College**, Morehead, Ky. Active 7.
- Morgan State College**, Baltimore, Md. Chapter Officers: Clifton R. Jones, *Pres.*; Irene Diggs, *Sec.* Active 48.

- Morningside College**, Sioux City, Iowa. Active 21.  
**Morton Junior College**, Cicero, Ill. Active 4.  
**Mount Holyoke College**, South Hadley, Mass. Chapter Officers: Erika M. Meyer, *Pres.*; Harrison Potter, *Sec.* Active 93; Junior 1.  
**Mount St. Mary's College**, Emmitsburg, Md. Active 1.  
**Mount St. Vincent, College of**, New York, N. Y. Active 2.  
**Mount St. Scholastica College**, Atchison, Kans. Active 1.  
**Mount Union College**, Alliance, Ohio. Chapter Officers: L. A. Pappenhagen, *Pres.*; Jackson W. Rafeld, *Sec.* Active 37; Associate 1.  
**Muhlenberg College**, Allentown, Pa. Chapter Officer: David K. Spelt, *Pres.* Active 16.  
**Multnomah College**, Portland, Oreg. Chapter Officers: Wayne L. Sprague, *Pres.*; Elizabeth Orem, *Sec.* Active 15.  
**Mundelein College**, Chicago, Ill. Active 1.  
**Murray State College**, Murray, Ky. Active 2.  
**Muskingum College**, New Concord, Ohio. Chapter Officers: William L. Fisk, Jr., *Pres.*; Gladys Gardner, *Sec.* Active 20; Associate 1.
- National College of Education**, Evanston, Ill. Chapter Officers: Bertha Leifeste, *Pres.*; Roselma L. Messman, *Sec.* Active 18; Associate 1.  
**Nazareth College**, Louisville, Ky. Active 1.  
**Nebraska State Teachers College**, Chadron, Nebr. Active 3.  
**Nebraska State Teachers College**, Kearney, Nebr. Chapter Officers: Otto C. Olsen, *Pres.*; Leona M. Failor, *Sec.* Active 28.  
**Nebraska State Teachers College**, Peru, Nebr. Active 1.  
**Nebraska State Teachers College**, Wayne, Nebr. Chapter Officers: Arthur P. Bouvier, *Pres.*; Dora Wood, *Sec.* Active 33.  
**Nebraska, University of**, Lincoln, Nebr. Chapter Officers: Harold E. Wise, *Pres.*; Adam C. Breckenridge, *Sec.* Active 232; Associate 5.  
**Nebraska Wesleyan University**, Lincoln, Nebr. Active 3.  
**Nevada, University of**, Reno, Nev. Chapter Officers: E. Maurice Beesley, *Pres.*; Mildred Swift, *Sec.* Active 59; Associate 1.  
**New England Conservatory of Music**, Boston, Mass. Chapter Officers: Chester Williams, *Pres.*; Margaret C. Mason, *Sec.* Active 32; Junior 1.  
**New Hampshire, University of**, Durham, N. H. Chapter Officers: Herbert J. Moss, *Pres.*; Ralph H. Granger, *Sec.* Active 102; Junior 1; Associate 2.  
**New Haven State Teachers College**, New Haven, Conn. Active 3.  
**New Jersey State Teachers College**, Jersey City, N. J. Active 10.  
**New Jersey State Teachers College**, Montclair, N. J. Active 11.  
**New Jersey State Teachers College**, Newark, N. J. Chapter Officers: John C. Hutchinson, Jr., *Pres.*; Marion E. Shea, *Sec.* Active 10.  
**New Jersey State Teachers College**, Paterson, N. J. Active 1.  
**New Jersey State Teachers College**, Trenton, N. J. Active 2.  
**New Mexico University, Eastern**, Portales, N. Mex. Chapter Officers: James S. Martin, *Pres.*; Lorene R. Pope, *Sec.* Active 51; Associate 1.

- New Mexico College of Agriculture and Mechanic Arts**, State College, N. Mex.  
Chapter Officers: Walter P. Heinzman, *Pres.*; J. Julia McMahan, *Sec.*  
Active 112; Junior 1.
- New Mexico Highlands University**, Las Vegas, N. Mex. Chapter Officer:  
Oscar B. Muench, *Pres.* Active 13.
- New Mexico Military Institute**, Roswell, N. Mex. Active 6.
- New Mexico School of Mines**, Socorro, N. Mex. Active 3; Associate 1.
- New Mexico Western College**, Silver City, N. Mex. Chapter Officers: John  
H. Amy, *Pres.*; Winifred J. Lincoln, *Sec.* Active 18.
- New Mexico, University of**, Albuquerque, N. Mex. Chapter Officers: C. V.  
Wicker, *Pres.*; Nathaniel Wollman, *Sec.* Active 131; Junior 3.
- New Rochelle, College of**, New Rochelle, N. Y. Associate 1.
- New School**, New York, N. Y. Active 3; Associate 1.
- New York, Associated Colleges of Upper (Champlain College)**, Plattsburg,  
N. Y. Chapter Officers: Ernest F. Stevenson, *Pres.*; Nehemiah H. Press,  
*Sec.* Active 79; Associate 1.
- New York, Associated Colleges of Upper (Middletown Center)**, Middletown,  
N. Y. Chapter Officers: Charles F. R. Lammert, *Pres.*; Esther Hendricks,  
*Sec.* Active 9.
- New York Medical College**, Flower and Fifth Avenue Hospitals, New York,  
N. Y. Chapter Officer: Charles Haig, *Pres.* Active 17.
- New York State College for Teachers**, Albany, N. Y. Chapter Officers:  
Charles F. Stokes, *Pres.*; Florence E. Raanes, *Sec.* Active 106.
- New York State College for Teachers**, Buffalo, N. Y. Chapter Officers:  
Benjamin F. Gronewold, *Pres.*; M. Frances Breen, *Sec.* Active 137.
- New York State Teachers College**, Brockport, N. Y. Chapter Officers:  
Martin H. Rogers, *Pres.*; Hazel Rench, *Sec.* Active 23.
- New York State Teachers College**, Cortland, N. Y. Chapter Officers: Mar-  
garet Halligan, *Pres.*; Mary E. Harding, *Sec.* Active 33.
- New York State Teachers College**, Fredonia, N. Y. Chapter Officers: Barbara  
A. Polacek, *Pres.*; Donna E. Sullivan, *Sec.* Active 56.
- New York State Teachers College**, Geneseo, N. Y. Active 7.
- New York State Teachers College**, New Paltz, N. Y. Active 6.
- New York State Teachers College**, Oneonta, N. Y. Active 3; Associate 1.
- New York State Teachers College**, Oswego, N. Y. Chapter Officers: George  
E. Pitluga, *Pres.*; Matilda Wordelman, *Sec.* Active 38.
- New York State Teachers College**, Plattsburg, N. Y. Active 6.
- New York State Teachers College**, Potsdam, N. Y. Active 9; Associate 1.
- New York University**, New York, N. Y. Chapter Officers: Hollis Cooley,  
*Pres.*; George B. Vetter, *Sec.* Active 297; Junior 4; Associate 6.
- Newark College of Engineering**, Newark, N. J. Active 12.
- Newberry College**, Newberry, S. C. Active 7.
- Niagara University**, Niagara, N. Y. Active 2.
- North Carolina, Agricultural and Technical College of**, Greensboro, N. C.  
Active 2.

- North Carolina College at Durham**, Durham, N. C. Chapter Officers: C. Elwood Boulware, *Pres.*; Julia W. Harris, *Sec.* Active 53.
- North Carolina State College of Agriculture and Engineering**, Raleigh, N. C. Chapter Officers: Joseph D. Clark, *Pres.*; Philip M. Rice, *Sec.* Active 38; Associate 3.
- North Carolina, University of**, Chapel Hill, N. C. Chapter Officers: Clifford P. Lyons, *Pres.*; Dorothy McCuskey, *Sec.* Active 140; Junior 2; Associate 1.
- North Carolina, Woman's College of the University of**, Greensboro, N. C. Active 28.
- North Central College**, Naperville, Ill. Active 2.
- North Dakota Agricultural College**, Fargo, N. Dak. Chapter Officer: Fred Genschmer, *Pres.* Active 104; Associate 2.
- North Dakota State Teachers College**, Dickinson, N. Dak. Active 1.
- North Dakota State Teachers College**, Minot, N. Dak. Chapter Officers: Benjamin L. Simmons, *Pres.*; Leevern Johnson, *Sec.* Active 43.
- North Dakota State Teachers College**, Valley City, N. Dak. Active 5.
- North Dakota, University of**, Grand Forks, N. Dak. Chapter Officers: Raymond D. Staley, *Pres.*; Myrtle Pedersen, *Sec.* Active 121.
- Northeastern State College**, Tahlequah, Okla. Active 2.
- Northeastern University**, Boston, Mass. Active 6.
- Northern State Teachers College**, Aberdeen, S. Dak. Chapter Officers: N. H. Newaldt, *Pres.*; Vera Lighthall, *Sec.* Active 12; Associate 1.
- Northwestern State College**, Alva, Okla. Chapter Officers: Joseph W. Melton, *Pres.*; Kristine K. Brown, *Sec.* Active 39.
- Northwestern University**, Evanston, Ill. Chapter Officers: Brunson MacChesney, *Pres.*; Jean H. Hagstrum, *Sec.* Active 273; Junior 1; Associate 1.
- Norwich University**, Northfield, Vt. Active 6; Associate 1.
- Notre Dame College**, South Euclid, Ohio. Active 1.
- Notre Dame, University of**, Notre Dame, Ind. Chapter Officers: John J. Fitzgerald, *Pres.*; Paul E. McLane, *Sec.* Active 133; Junior 4.
- Oberlin College**, Oberlin, Ohio. Chapter Officers: Henry A. Grubbs, *Pres.*; Robert G. Gunderson, *Sec.* Active 94.
- Occidental College**, Los Angeles, Calif. Chapter Officers: Richard F. Reath, *Pres.*; Austin Fife, *Sec.* Active 32.
- Ohio State University**, Columbus, Ohio. Chapter Officers: E. Allen Helms, *Pres.*; David W. Lattimer, *Sec.* Active 292; Junior 6; Associate 4.
- Ohio University**, Athens, Ohio. Chapter Officers: Paul G. Krauss, *Pres.*; Atwell M. Wallace, *Sec.* Active 106; Associate 2.
- Ohio Wesleyan University**, Delaware, Ohio. Chapter Officers: Loyd D. Easton, *Pres.*; Marie Drennan, *Sec.* Active 64; Associate 1.
- Oklahoma Agricultural and Mechanical College**, Stillwater, Okla. Active 39; Associate 2.
- Oklahoma College for Women**, Chickasha, Okla. Active 3.
- Oklahoma, University of**, Norman, Okla. Chapter Officers: Stewart C. Wilcox, *Pres.*; Dora McFarland, *Sec.* Active 231; Junior 2; Associate 5.

- Olympic Junior College**, Bremerton, Wash. Active 2.
- Omaha, University of**, Omaha, Nebr. Chapter Officers: Ralph M. Wardle, *Pres.*; William C. Henry, *Sec.* Active 48; Junior 1.
- Ontario Agricultural College**, Guelph, Ont. Active 1.
- Oregon College of Education**, Monmouth, Oreg. Active 2.
- Oregon College of Education, Eastern**, La Grande, Oreg. Chapter Officer: Ralph E. Badgley, *Pres.* Active 5.
- Oregon College of Education, Southern**, Ashland, Oreg. Chapter Officers: Arthur Kreisman, *Pres.*; Donald E. Lewis, *Sec.* Active 25; Associate 1.
- Oregon State College**, Corvallis, Oreg. Chapter Officers: Harold D. Jenkins, *Pres.*; J. W. Sherburne, *Sec.* Active 199; Junior 1; Associate 3.
- Oregon, University of**, Eugene, Oreg. Chapter Officers: Adolph H. Kunz, *Pres.*; Paul W. Ellis, *Sec.* Active 159; Associate 1.
- Osteopathic Physicians and Surgeons, College of**, Los Angeles, Calif. Active 1.
- Ottawa University**, Ottawa, Kans. Active 1.
- Otterbein College**, Westerville, Ohio. Active 4.
- Our Lady of the Lake College**, San Antonio, Tex. Active 1.
- Pace College**, New York, N. Y. Active 11.
- Pacific, College of the**, Stockton, Calif. Active 6.
- Pacific Lutheran College**, Portland, Wash. Active 5.
- Pacific School of Religion**, Berkeley, Calif. Associate 1.
- Pacific University**, Forest Grove, Oreg. Chapter Officers: Clifford P. Rowe, *Pres.*; Myrtle Ferm, *Sec.* Active 44; Junior 1.
- Park College**, Parkville, Mo. Active 17.
- Parsons College**, Fairfield, Iowa. Active 1.
- Pasadena College**, Pasadena, Calif. Active 1.
- Pasadena City College**, Pasadena, Calif. Active 1.
- Pennsylvania College for Women**, Pittsburgh, Pa. Chapter Officers: J. Cutler Andrews, *Pres.*; Arthur L. Davis, *Sec.* Active 45.
- Pennsylvania State College**, State College, Pa. Chapter Officers: Nelson McGeary, *Pres.*; Mary L. Dodds, *Sec.* Active 568; Junior 7; Associate 3.
- Pennsylvania State College (Swarthmore Center)**, Swarthmore, Pa. Chapter Officers: Walter L. Ferree, *Pres.*; Herbert W. Allison, *Sec.* Active 15.
- Pennsylvania State Teachers College**, Bloomsburg, Pa. Active 9.
- Pennsylvania State Teachers College**, California, Pa. Chapter Officer: George S. Hart, *Pres.* Active 8.
- Pennsylvania State Teachers College**, Clarion, Pa. Active 1.
- Pennsylvania State Teachers College**, East Stroudsburg, Pa. Chapter Officers: Carey C. Dobbs, *Pres.*; J. Leroy Bailey, *Sec.* Active 16.
- Pennsylvania State Teachers College**, Edinboro, Pa. Active 2.
- Pennsylvania State Teachers College**, Indiana, Pa. Chapter Officer: Edward W. Bieghler, *Pres.* Active 12.
- Pennsylvania State Teachers College**, Kutztown, Pa. Chapter Officers: Allan F. Bubeck, *Pres.*; Ruth E. Bonner, *Sec.* Active 7.

- Pennsylvania State Teachers College, Lock Haven, Pa. Chapter Officers:  
A. S. Rude, *Pres.*; Ruth M. Holmes, *Sec.* Active 14; Associate 1.
- Pennsylvania State Teachers College, Mansfield, Pa. Active 1.
- Pennsylvania State Teachers College, Millersville, Pa. Chapter Officers:  
Wilmer C. Berg, *Pres.*; James E. Koken, *Sec.* Active 26.
- Pennsylvania State Teachers College, Shippensburg, Pa. Chapter Officers:  
Norman E. King, *Pres.*; George W. Reisinger, *Sec.* Active 10.
- Pennsylvania State Teachers College, Slippery Rock, Pa. Active 1; Associate 1.
- Pennsylvania State Teachers College, West Chester, Pa. Chapter Officers:  
Willard J. Trezise, *Pres.*; William Vollbrecht, *Sec.* Active 21.
- Pennsylvania, University of, Philadelphia, Pa. Chapter Officers: William  
E. Arnold, *Pres.*; E. Douglas Burdick, *Sec.* Active 229; Junior 4; As-  
sociate 4.
- Pennsylvania, Woman's Medical College of, Philadelphia, Pa. Active 3.
- Phillips University, Enid, Okla. Active 5.
- Philippines, University of the, Quezon City, Philippines. Active 1.
- Philadelphia College of Pharmacy and Science, Philadelphia, Pa. Active 2.
- Philander Smith College, Little Rock, Ark. Active 1.
- Phoenix College, Phoenix, Ariz. Chapter Officers: Arthur L. Phelps, *Pres.*;  
Ralph C. Asmus, *Sec.* Active 40.
- Pikeville Junior College, Pikeville, Ky. Active 2.
- Pittsburgh, University of, Pittsburgh, Pa. Chapter Officers: John W. Har-  
baugh, *Pres.*; Paul H. Masoner, *Sec.* Active 198; Associate 4.
- Plymouth Teachers College, Plymouth, N. H. Active 1; Associate 1.
- Portland, University of, Portland, Oreg. Active 3.
- Prairie View Agricultural and Mechanical College, Prairie View, Tex. Active 6.
- Princeton University, Princeton, N. J. Chapter Officers: Ira O. Wade, *Pres.*;  
Samuel DeC. Atkins, *Sec.* Active 127; Junior 4; Associate 3.
- Princeton Theological Seminary, Princeton, N. J. Active 1.
- Principia, The, Elsah, Ill. Chapter Officers: George B. Happ, *Pres.*; Mary  
C. Towle, *Sec.* Active 12.
- Puerto Rico, Polytechnic Institute of, San German, P. R. Active 5.
- Puerto Rico, University of, Rio Piedras, P. R. Chapter Officer: Reece  
B. Bothwell, *Pres.* Active 60; Junior 1; Associate 1.
- Puget Sound, College of, Tacoma, Wash. Active 11.
- Purdue University, Lafayette, Ind. Chapter Officers: Louise E. Rorabacher,  
*Pres.*; Esther Schlundt, *Sec.* Active 252; Associate 3.
- Queens College, Flushing, N. Y. Chapter Officers: Wilbur E. Gilman, *Pres.*;  
Konrad Gries, *Sec.* Active 97; Associate 2.
- Queens College, Charlotte, N. C. Chapter Officers: Rebecca L. Bryant.  
*Pres.*; Jessie S. Bynum, *Sec.* Active 17.
- Queens University, Kingston, Ont. Active 2.
- Radcliffe College, Cambridge, Mass. Active 2.
- Randolph-Macon College, Ashland, Va. Active 1.

- Randolph-Macon Woman's College**, Lynchburg, Va. Active 18; Associate 1.
- Redlands, University of**, Redlands, Calif. Chapter Officers: David L. Soltau, *Pres.*; Maude C. Carlson, *Sec.* Active 59; Associate 1.
- Reed College**, Portland, Oreg. Chapter Officers: Reginald F. Arragon, *Pres.*; Ruth G. Collier, *Sec.* Active 31.
- Rensselaer Polytechnic Institute**, Troy, N. Y. Chapter Officers: Walter G. Warnock, *Pres.*; J. M. Porter, Jr., *Sec.* Active 19.
- Rhode Island State College**, Kingston, R. I. Chapter Officers: Eugene Winslow, *Pres.*; Elizabeth W. Crandall, *Sec.* Active 148; Associate 3.
- Rice Institute**, Houston, Tex. Chapter Officers: George G. Williams, *Pres.*; John W. Calkin, *Sec.* Active 27; Associate 1.
- Richmond, University of**, Richmond, Va. Active 15.
- Ricks College**, Rexburg, Idaho. Active 2.
- Ripon College**, Ripon, Wis. Chapter Officers: Herbert Priestley, *Pres.*; Sidney P. Goodrich, *Sec.* Active 21; Associate 1.
- Riverside College**, Riverside, Calif. Chapter Officers: Julius K. Richards, *Pres.*; Lawson Cooper, *Sec.* Active 9; Junior 1.
- Roanoke College**, Salem, Va. Active 4.
- Robert College**, Istanbul, Turkey. Active 5.
- Rochester, University of**, Rochester, N. Y. Chapter Officers: Glenn G. Wiltsey, *Pres.*; Dorothy L. Bernstein, *Sec.* Active 93; Junior 1.
- Rockford College**, Rockford, Ill. Chapter Officers: Isabel R. Abbott, *Pres.*; Harriet L. Rheingold, *Sec.* Active 23.
- Rocky Mountain College**, Billings, Mont. Active 8.
- Rollins College**, Winter Park, Fla. Chapter Officers: Edward F. Jones, *Pres.*; Flora L. Magoun, *Sec.* Active 28.
- Roosevelt College**, Chicago, Ill. Chapter Officers: Richard J. Hooker, *Pres.*; Joseph Hackman, *Sec.* Active 90.
- Rosary College**, River Forest, Ill. Active 4.
- Rose Polytechnic Institute**, Terre Haute, Ind. Chapter Officers: Edward H. Eckerman, *Pres.*; Theodore P. Palmer, *Sec.* Active 23.
- Russell Sage College**, Troy, N. Y. Chapter Officers: Marie L. Jaeger, *Pres.*; Russell H. Barker, *Sec.* Active 60; Junior 1; Associate 1.
- Rutgers University**, New Brunswick, N. J. Chapter Officers: William Rieman III, *Pres.*; John P. Newton, *Sec.* Active 162; Junior 1; Associate 1.
- Rutgers University (Newark Colleges)**, Newark, N. J. Chapter Officers: Simon W. Heimlich, *Pres.*; Clarence A. Discher, *Sec.* Active 88; Junior 1; Associate 1.
- Sacramento College**, Sacramento, Calif. Active 6.
- St. Ambrose College**, Davenport, Iowa. Active 2.
- St. Bonaventure College**, St. Bonaventure, N. Y. Active 1.
- St. Elizabeth, College of**, Convent Station, N. J. Active 1.
- St. Francis College**, Loretto, Pa. Active 2.
- St. Francis Xavier College for Women**, Chicago, Ill. Active 1.

- St. John's College, Annapolis, Md. Active 2; Associate 1.  
St. John's University, Brooklyn, N. Y. Active 14.  
St. John's University (School of Commerce), Brooklyn, N. Y. Chapter Officers: Charles J. Kiernan, *Pres.*; Raymond J. McCall, *Sec.* Active 31.  
St. Joseph's College, West Hartford, Conn. Active 6.  
St. Joseph's College, Emmitsburg, Md. Active 1.  
St. Joseph's College, Philadelphia, Pa. Active 2.  
St. Joseph's College for Women, Brooklyn, N. Y. Active 2.  
St. Lawrence University, Canton, N. Y. Chapter Officer: Rutherford E. Delmage, *Pres.* Active 44; Associate 2.  
St. Louis University, St. Louis, Mo. Active 27.  
St. Mary's College, St. Mary's, Calif. Active 2.  
St. Mary's College, Notre Dame, Ind. Active 1.  
St. Mary-of-the-Woods College, St. Mary-of-the-Woods, Ind. Active 4.  
St. Michael's College, Winsooki Park, Vt. Chapter Officers: Roger L. Keleher, *Pres.*; William W. Burke, *Sec.* Active 28; Junior 1.  
St. Norbert College, West De Pere, Wis. Active 1.  
St. Olaf College, Northfield, Minn. Active 4.  
St. Peter's College of Arts and Sciences, Jersey City, N. J. Active 2.  
St. Petersburg Junior College, St. Petersburg, Fla. Active 1.  
St. Teresa, College of, Winona, Minn. Active 3.  
St. Thomas, College of, St. Paul, Minn. Chapter Officers: Frederick E. Flynn, *Pres.*; David R. Watkins, *Sec.* Active 43.  
St. Vincent College, Latrobe, Pa. Active 4.  
Sacramento College, Sacramento, Calif. Active 1.  
Salem College, Winston-Salem, N. C. Active 5.  
Sam Houston State Teachers College, Huntsville, Tex. Active 13; Junior 1.  
San Angelo College, San Angelo, Tex. Active 1.  
San Bernardino Valley College, San Bernardino, Calif. Chapter Officers: Edmund J. Robins, *Pres.*; John H. Walters, *Sec.* Active 22.  
San Diego State College, San Diego, Calif. Chapter Officers: Kenneth E. Barnhart, *Pres.*; Gail A. Burnett, *Sec.* Active 90; Associate 2.  
San Francisco, The City College of, San Francisco, Calif. Chapter Officer: Leah Levilow, *Sec.* Active 77.  
San Francisco College for Women, San Francisco, Calif. Active 3.  
San Francisco State College, San Francisco, Calif. Chapter Officers: Leonard T. Pockman, *Pres.*; Margaret Leonard, *Sec.* Active 78.  
San Francisco, University of, San Francisco, Calif. Active 2.  
San Jose State College, San Jose, Calif. Chapter Officers: Harrison F. Heath, *Pres.*; Dolores Spurgeon, *Sec.* Active 90.  
San Mateo Junior College, San Mateo, Calif. Active 5.  
Santa Clara, University of, Santa Clara, Calif. Active 4.  
Sarah Lawrence College, Bronxville, N. Y. Active 3.  
Savannah State College, Savannah, Ga. Active 1.  
Schreiner Institute, Kerrville, Tex. Active 1.

- Scranton, University of, Scranton, Pa. Active 22.
- Seattle Pacific College, Seattle, Wash. Active 1.
- Seneca, Colleges of the, Geneva, N. Y. Chapter Officers: Marcia H. Winn, *Pres.*; Kathryn G. Cook, *Sec.* Active 55; Junior 2; Associate 2.
- Seton Hall College, South Orange, N. J. Active 30.
- Seton Hill College, Greensburg, Pa. Chapter Officer: Helen V. Irwin, *Pres.*; Active 12.
- Shepherd College, Shepherdstown, W. Va. Chapter Officers: Warren B. Horner, *Pres.*; Ruth Conard, *Sec.* Active 24.
- Shorter College, Rome, Ga. Active 6.
- Shurtleff College, Alton, Ill. Chapter Officers: Virgil Pinkstaff, *Pres.*; Mary A. Keirle, *Sec.* Active 17.
- Simmons College, Boston, Mass. Active 27; Associate 1.
- Simpson College, Indianola, Iowa. Active 8.
- Sioux Falls College, S. Dak. Chapter Officers: Earl F. Hodges, *Pres.*; Arthur S. Lentz, *Sec.* Active 17.
- Skidmore College, Saratoga Springs, N. Y. Chapter Officers: Sabra Hook, *Pres.*; Marie Davis, *Sec.* Active 56; Associate 2.
- Smith College, Northampton, Mass. Chapter Officer: Gwendolyn M. Carter, *Pres.* Active 77; Associate 1.
- South, University of, Sewanee, Tenn. Active 7.
- South Carolina, Medical College of the State of, Charleston, S. C. Active 4.
- South Carolina, State Colored Normal, Industrial and Mechanical College of, Orangeburg, S. C. Active 2.
- South Carolina, University of, Columbia, S. C. Chapter Officers: Robert H. Wienfeld, *Pres.*; Elizabeth E. O'Dell, *Sec.* Active 93; Associate 1.
- South Dakota School of Mines, Rapid City, S. Dak. Active 1.
- South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. Dak. Chapter Officers: A. R. Christensen, *Pres.*; Ernest Feder, *Sec.* Active 21; Associate 1.
- South Dakota, University of, Vermillion, S. Dak. Chapter Officers: Henry V. Cobb, *Pres.*; Hulda Vaaler, *Sec.* Active 79; Associate 1.
- Southeastern State College, Durant, Okla. Chapter Officers: Eugene E. Slaughter, *Pres.*; Olin R. Bridges, *Sec.* Active 11.
- Southern California, University of, Los Angeles, Calif. Chapter Officers: Joseph E. Weckler, Jr., *Pres.*; Richard J. Winzler, *Sec.* Active 359; Junior 19; Associate 2.
- Southern College of Optometry, Memphis, Tenn. Active 1.
- Southern Idaho College of Education, Albion, Idaho. Active 1.
- Southern Methodist University, Dallas, Tex. Chapter Officers: A. Q. Sartain, *Pres.*; Lloyd Messersmith, *Sec.* Active 95; Associate 1.
- Southern University and Agricultural and Mechanical College, Baton Rouge, La. Chapter Officers: Russell M. Ampey, *Pres.*; Leander L. Boykin, *Sec.* Active 27.
- Southwestern, Memphis, Tenn. Active 6.

- Southwestern College, Winfield, Kans. Active 3.
- Southwestern Medical Foundation, Dallas, Tex. Active 5.
- Southwestern State College, Weatherford, Okla. Active 4.
- Southwestern University, Georgetown, Tex. Active 3.
- Springfield College, Springfield, Mass. Chapter Officer: S. Justus McKinley, *Pres.* Active 22; Associate 1.
- Stanford University, Stanford, Calif. Chapter Officers: Thomas A. Bailey, *Pres.*; Philip W. Harsh, *Sec.* Active 189; Junior 2.
- Stephen F. Austin State Teachers College, Nacodoches, Tex. Chapter Officers: Curtis F. Sheley, *Pres.*; Valine Hobbs, *Sec.* Active 29.
- Stephens College, Columbia, Mo. Chapter Officers: Donald E. Bird, *Pres.*; Melania Rogers, *Sec.* Active 55.
- Stevens Institute of Technology, Hoboken, N. J. Active 1; Associate 2.
- Stout Institute, Menomonie, Wis. Chapter Officers: Dwight L. Agnew, *Pres.*; Clara Garrison, *Sec.* Active 29; Associate 1.
- Stowe Teachers College, St. Louis, Mo. Chapter Officers: L. Simington Curtis, *Pres.*; Clayda J. Williams, *Sec.* Active 11.
- Sullins College, Bristol, Va. Active 2.
- Sul Ross State College, Alpine, Tex. Active 9.
- Superior State College, Superior, Wis. Active 3.
- Susquehanna University, Selinsgrove, Pa. Active 12.
- Swarthmore College, Swarthmore, Pa. Chapter Officers: Robert M. Walker, *Pres.*; Walter J. Scott, *Sec.* Active 57; Associate 1.
- Sweet Briar College, Sweet Briar, Va. Chapter Officers: Jane C. Belcher, *Pres.*; Arthur Bates, *Sec.* Active 37; Junior 1.
- Syracuse University, Syracuse, N. Y. Chapter Officers: Robert E. Stone, *Pres.*; James H. Elson, *Sec.* Active 331; Junior 7; Associate 1.
- Syracuse University (Utica College), Utica, N. Y. Chapter Officers: Daniel Goss, *Pres.*; Dora Newman, *Sec.* Active 40.
- Talladega College, Talladega, Ala. Active 8; Associate 1.
- Tarkio College, Tarkio, Mo. Active 1.
- Tarleton State College, Stephenville, Tex. Active 2.
- Taylor University, Upland, Ind. Active 2.
- Temple University, Philadelphia, Pa. Chapter Officers: James W. Woodard, *Pres.*; John B. Roberts, *Sec.* Active 179; Junior 1; Associate 1.
- Tennessee Agricultural and Industrial State College, Nashville, Tenn. Active 11.
- Tennessee Polytechnic Institute, Cookeville, Tenn. Active 3.
- Tennessee State College, East, Johnson City, Tenn. Active 5.
- Tennessee State College, Middle, Murfreesboro, Tenn. Chapter Officers: Carlton C. Sims, *Pres.*; Emily Calcott, *Sec.* Active 19.
- Tennessee, University of, Knoxville, Tenn. Chapter Officers: LeRoy P. Graf, *Pres.*; Arthur W. Jones, *Sec.* Active 158; Junior 1; Associate 3.
- Texas, Agricultural and Mechanical College of, College Station, Tex. M. S. Brooks, *Pres.*; D. Ralph Lee, *Sec.* Active 177; Associate 1.

- Texas Christian University**, Fort Worth, Tex. Active 13.  
**Texas College**, Tyler, Tex. Active 2.  
**Texas College of Arts and Industries**, Kingsville, Tex. Chapter Officers: Ben P. Bailey, Jr., *Pres.*; Hildegard Schmalenback, *Sec.* Active 48; Junior 1.  
**Texas Lutheran College**, Seguin, Tex. Active 1.  
**Texas State College, North**, Denton, Tex. Chapter Officers: Mitchell P. Wells, *Pres.*; Editha Luecka, *Sec.* Active 108; Associate 2.  
**Texas State College for Women**, Denton, Tex. Chapter Officers: Arthur Wollsey, *Pres.*; Ethelyn Davis, *Sec.* Active 101; Associate 1.  
**Texas State Teachers College, East**, Commerce, Tex. Chapter Officer: Cecil B. Wright, *Pres.* Active 48; Associate 1.  
**Texas State Teachers College, Southwest**, San Marcos, Tex. Active 20; Associate 2.  
**Texas State Teachers College, West**, Canyon, Tex. Active 5; Associate 1.  
**Texas State University for Negroes**, Houston, Tex. Chapter Officers: James W. White, Sr., *Pres.*; Rosalie O. Whitmore, *Sec.* Active 60.  
**Texas Technological College**, Lubbock, Tex. Chapter Officer: S. M. Kennedy, Jr., *Sec.* Active 75; Junior 5; Associate 1.  
**Texas Western College**, El Paso, Tex. Active 10.  
**Texas, University of**, Austin, Tex. Chapter Officers: David L. Miller, *Pres.*; Marian Davis, *Sec.* Active 257; Junior 1; Associate 1.  
**Thiel College**, Greenville, Pa. Active 4; Associate 1.  
**Toledo, University of**, Toledo, Ohio. Chapter Officers: J. Q. Dealey, *Pres.*; Florence B. Radabaugh, *Sec.* Active 108; Junior 1; Associate 3.  
**Toronto, University of**, Toronto, Ont. Active 4.  
**Transylvania College**, Lexington, Ky. Active 6.  
**Trinity College**, Hartford, Conn. Chapter Officers: Harold J. Lockwood, *Pres.*; Laurence L. Barber, Jr., *Sec.* Active 48; Associate 1.  
**Trinity College**, Washington, D. C. Active 1.  
**Trinity University**, San Antonio, Tex. Active 6.  
**Tufts College**, Medford, Mass. Chapter Officers: Russell Carpenter, *Pres.*; Elliott K. Shapira, *Sec.* Active 91; Associate 1.  
**Tulane University of Louisiana**, New Orleans, La. Chapter Officers: William L. Duren, Jr., *Pres.*; Robert G. Scott, *Sec.* Active 118; Junior 1.  
**Tulsa, University of**, Tulsa, Okla. Chapter Officers: Eugene S. Tanner, *Pres.*; Clevy L. Strout, *Sec.* Active 74; Associate 1.  
**Tusculum College**, Greenville, Tenn. Active 3.  
**Tuskegee Institute**, Tuskegee, Ala. Active 5.
- Union College**, Barbourville, Ky. Active 2.  
**Union College and University**, Schenectady, N. Y. Chapter Officers: Gordon R. Silber, *Pres.*; Galen W. Ewing, *Sec.* Active 85.  
**Union University**, Jackson, Tenn. Active 1.  
**United States Coast Guard Academy**, New London, Conn. Active 1.  
**United States Military Academy**, West Point, N. Y. Active 10.

**United States Naval Academy**, Annapolis, Md. Active 14.  
**United States Naval Postgraduate School**, Monterey, Calif. Chapter Officers:  
Allen E. Vivell, *Pres.*; Newton W. Buerger, *Sec.* Active 53.  
**Upsala College**, East Orange, N. J. Chapter Officers: Harold S. Carlson,  
*Pres.*; James Ferguson, *Sec.* Active 58.  
**Ursinus College**, Collegeville, Pa. Chapter Officers: William J. Phillips,  
*Pres.*; Blanche B. Schultz, *Sec.* Active 39.  
**Utah State Agricultural College**, Logan, Utah. Chapter Officers: Wallace  
J. Vickers, *Pres.*; Melvin C. Cannon, *Sec.* Active 81.  
**Utah, University of**, Salt Lake City, Utah. Chapter Officers: George V. Beard,  
*Pres.*; Lila M. Canavan, *Sec.* Active 106.

**Valdosta State College**, Valdosta, Ga. Chapter Officers: Harold S. Gulliver,  
*Pres.*; Beatrice I. Nevins, *Sec.* Active 18.  
**Valparaiso University**, Valparaiso, Ind. Active 3.  
**Vanderbilt University**, Nashville, Tenn. Chapter Officers: H. C. Nixon,  
*Pres.*; Charles S. Shoup, *Sec.* Active 30; Junior 1.  
**Vassar College**, Poughkeepsie, N. Y. Chapter Officers: Carroll W. Griffin,  
*Pres.*; Eveline B. Ormawake, *Sec.* Active 86.  
**Vermont, University of**, Burlington, Vt. Chapter Officers: F. D. Carpenter,  
*Pres.*; Sidney Smith, *Sec.* Active 68; Associate 3.  
**Villanova College**, Villanova, Pa. Chapter Officers: William C. A. Henry,  
*Pres.*; Miles B. Potter, *Sec.* Active 53.  
**Virginia, Medical College of**, Richmond, Va. Chapter Officers: A. W. Hurd,  
*Pres.*; Jesse H. Weatherby, *Sec.* Active 28.  
**Virginia Military Institute**, Lexington, Va. Active 5.  
**Virginia Polytechnic Institute**, Blacksburg, Va. Chapter Officers: Nelson E.  
Murphy, *Pres.*; Tench F. Tilgham, *Sec.* Active 56; Associate 1.  
**Virginia Polytechnic Institute (Radford College)**, Radford, Va. Active 10.  
**Virginia State College**, Petersburg, Va. Chapter Officer: John V. Parnell,  
*Jr., Pres.* Active 31; Junior 1.  
**Virginia Union University**, Richmond, Va. Chapter Officers: John W. Riley,  
*Pres.*; Lawrence D. Smith, *Sec.* Active 17.  
**Virginia, University of**, University, Va. Chapter Officers: Harold L. Alden,  
*Pres.*; B. F. Dewees Runk, *Sec.* Active 91; Junior 1; Associate 2.  
**Virginia, University of (Mary Washington College)**, Fredericksburg, Va.  
Chapter Officers: Earl G. Insley, *Pres.*; Mary A. Klinesmith, *Sec.* Active  
62; Junior 1.  
  
**Wabash College**, Crawfordsville, Ind. Chapter Officer: John F. Charles,  
*Sec.* Active 24.  
**Wagner Memorial Lutheran College**, Staten Island, N. Y. Active 1; Asso-  
ciate 1.  
**Wake Forest College**, Wake Forest, N. C. Active 24.  
**Ward-Belmont School**, Nashville, Tenn. Active 1.

- Wartburg Theological Seminary, Dubuque, Iowa. Associate 1.
- Washburn Municipal University of Topeka, Topeka, Kans. Chapter Officers: Harold E. Conrad, *Pres.*; Elizabeth Van Schaack, *Sec.* Active 50; Associate 1.
- Washington College, Chestertown, Md. Chapter Officers: Rinaldo C. Simonini, Jr., *Pres.*; Orville B. Bennett, *Sec.* Active 23; Associate 1.
- Washington College of Education, Central, Ellensburg, Wash. Chapter Officers: George L. Sogge, *Pres.*; Delores Garrison, *Sec.* Active 70; Associate 1.
- Washington College of Education, Eastern, Cheney, Wash. Chapter Officers: Henry A. Bamman, *Pres.*; Charlotte Hepperle, *Sec.* Active 61.
- Washington College of Education, Western, Bellingham, Wash. Chapter Officers: J. Alan Ross, *Pres.*; Donald P. Irish, *Sec.* Active 32.
- Washington and Jefferson College, Washington, Pa. Chapter Officers: Walter S. Sanderlin, *Pres.*; William M. Mitchell, *Sec.* Active 42.
- Washington and Lee University, Lexington, Va. Chapter Officer: G. D. Hancock, *Sec.* Active 15.
- Washington, State College of, Pullman, Wash. Chapter Officers: H. J. Deutsch, *Pres.*; Agnes M. McQuarrie, *Sec.* Active 135; Junior 2.
- Washington University, St. Louis, Mo. Chapter Officer: Paul Valenti, *Sec.* Active 78; Junior 2; Associate 3.
- Washington, University of, Seattle, Wash. Chapter Officers: W. Stull Holt, *Pres.*; Erma Gunther, *Sec.* Active 430; Junior 1; Associate 1.
- Wayne University, Detroit, Mich. Chapter Officers: A. Dayle Wallace, *Pres.*; Gordon B. Ray, *Sec.* Active 173; Junior 3; Associate 5.
- Webb Institute of Naval Architecture, Glen Cove, N. Y. Active 5.
- Webster College, Webster Groves, Mo. Active 1.
- Wellesley College, Wellesley, Mass. Chapter Officers: Mary B. Treudley, *Pres.*; Charlotte E. Goodfellow, *Sec.* Active 83; Associate 2.
- Wells College, Aurora, N. Y. Chapter Officers: Kurt Wilk, *Pres.*; Mabel A. Magee, *Sec.* Active 34; Associate 2.
- Wesleyan College, Macon, Ga. Active 9.
- Wesleyan University, Middletown, Conn. Chapter Officers: Fred B. Millett, *Pres.*; John Crawford, *Sec.* Active 53; Junior 1.
- West Liberty State College, West Liberty, W. Va. Active 8.
- West Virginia State College, Institute, W. Va. Chapter Officers: Frederick Lehner, *Pres.*; Mary Wheeler Avent, *Sec.* Active 24.
- West Virginia University, Morgantown, W. Va. Chapter Officers: James P. Brawner, *Pres.*; Sallie S. Board, *Sec.* Active 113; Associate 1.
- West Virginia Wesleyan College, Buckhannon, W. Va. Chapter Officers: S. A. Small, *Pres.*; Mary V. Moore, *Sec.* Active 23; Associate 1.
- Western Carolina Teachers College, Cullowhee, N. C. Active 2.
- Westbrook Junior College, Portland, Maine. Active 1.
- Western College, Oxford, Ohio. Chapter Officers: John W. Long, Jr., *Pres.*; Elizabeth M. Schneider, *Sec.* Active 28.
- Western Ontario, University of, London, Ont. Active 2.

- Western Reserve University**, Cleveland, Ohio. Chapter Officers: Henry M. Busch, *Pres.*; Dorothy C. Hockey, *Sec.* Active 121; Associate 5.
- Westminster College**, Fulton, Mo. Active 11.
- Westminster College**, New Wilmington, Pa. Chapter Officers: Myron L. Simpson, *Pres.*; John H. Forrey, *Sec.* Active 37.
- Westminster College**, Salt Lake City, Utah. Active 4.
- Wheaton College**, Wheaton, Ill. Active 4.
- Wheaton College**, Norton, Mass. Chapter Officers: H. C. Jennings, *Pres.*; Thyre Vickery, *Sec.* Active 41; Associate 1.
- Wheelock College**, Boston, Mass. Active 6.
- Whitman College**, Walla Walla, Wash. Chapter Officers: Newton M. Gray, *Pres.*; William W. Hollister, *Sec.* Active 34.
- Whittier College**, Whittier, Calif. Chapter Officers: David F. Bender, *Pres.*; Alexander DeConde, *Sec.* Active 29; Associate 1.
- Whitworth College**, Spokane, Wash. Active 4.
- Wichita, The Municipal University of**, Wichita, Kans. Chapter Officers: Robert W. Frazer, *Pres.*; Geraldine Allbritten, *Sec.* Active 73.
- Wilberforce University**, Wilberforce, Ohio. Active 6.
- Wilkes College**, Wilkes-Barre, Pa. Active 7.
- Willamette University**, Salem, Oreg. Chapter Officers: Martha E. Springer, *Pres.*; Marion Morange, *Sec.* Active 23; Associate 1.
- Willimantic State Teachers College**, Willimantic, Conn. Active 1.
- William and Mary, College of**, Williamsburg, Va. Chapter Officers: Alfred R. Armstrong, *Pres.*; Frank B. Evans, III, *Sec.* Active 68; Associate 1.
- William and Mary, College of (Norfolk Division)**, Norfolk, Va. Chapter Officers: William G. Akers, *Pres.*; Paula Mallory, *Sec.* Active 24.
- William Jewell College**, Liberty, Mo. Active 2.
- Williams College**, Williamstown, Mass. Chapter Officers: D. E. Richmond, *Pres.*; Anthony Plansky, *Sec.* Active 41; Associate 1.
- Wilmington College**, Wilmington, Ohio. Active 2.
- Wilson College**, Chambersburg, Pa. Active 15.
- Wilson Teachers College**, Washington, D. C. Active 4.
- Winston-Salem Teachers College**, Winston-Salem, N. C. Active 2.
- Winthrop College**, Rock Hill, S. C. Chapter Officers: Lois G. Black, *Pres.*; Clarina Cornwell, *Sec.* Active 56; Associate 2.
- Wisconsin State Teachers College**, Eau Claire, Wis. Chapter Officers: Richard E. Hibbard, *Pres.*; Lillian E. Bahr, *Sec.* Active 35; Associate 1.
- Wisconsin State Teachers College**, LaCrosse, Wis. Chapter Officers: Marjorie M. Smith, *Pres.*; W. Gray Konrad, *Sec.* Active 24.
- Wisconsin State Teachers College**, Milwaukee, Wis. Active 14.
- Wisconsin State Teachers College**, Platteville, Wis. Active 1; Associate 1.
- Wisconsin State Teachers College**, River Falls, Wis. Chapter Officers: Ernst F. Jurgens, *Pres.*; Earl G. Albert, *Sec.* Active 41; Associate 1.
- Wisconsin State Teachers College**, Stevens Point, Wis. Active 1.
- Wisconsin State Teachers College**, Whitewater, Wis. Active 8.

**Wisconsin, University of**, Madison, Wis. Chapter Officers: Richard Hartshorne, *Pres.*; Flora Hamming, *Sec.* Active 385; Junior 1; Associate 5.

**Wittenberg College**, Springfield, Ohio. Chapter Officers: Paul F. Bloomhardt, *Pres.*; Roy R. Ullman, *Sec.* Active 35; Associate 1.

**Wofford College**, Spartanburg, S. C. Associate 1.

**Wooster, College of**, Wooster, Ohio. Active 21.

**Worcester Polytechnic Institute**, Worcester, Mass. Chapter Officer: R. K. Morley, *Pres.* Active 10.

**Wyoming, University of**, Laramie, Wyo. Chapter Officers: F. L. Nussbaum, *Pres.*; Wilson J. Walthall, Jr., *Sec.* Active 103; Associate 3.

**Xavier University**, Cincinnati, Ohio. Active 3.

**Xavier University**, New Orleans, La. Chapter Officer: Paul A. Kunkel, *Sec.* Active 9.

**Yale University**, New Haven, Conn. Chapter Officers: Leonard Labaree, *Pres.*; Ralph C. Jones, *Sec.* Active 121; Junior 1; Associate 1.

**Yankton College**, Yankton, S. Dak. Chapter Officers: Rosamond Burgi, *Pres.*; Alfred Hecht, *Sec.* Active 30.

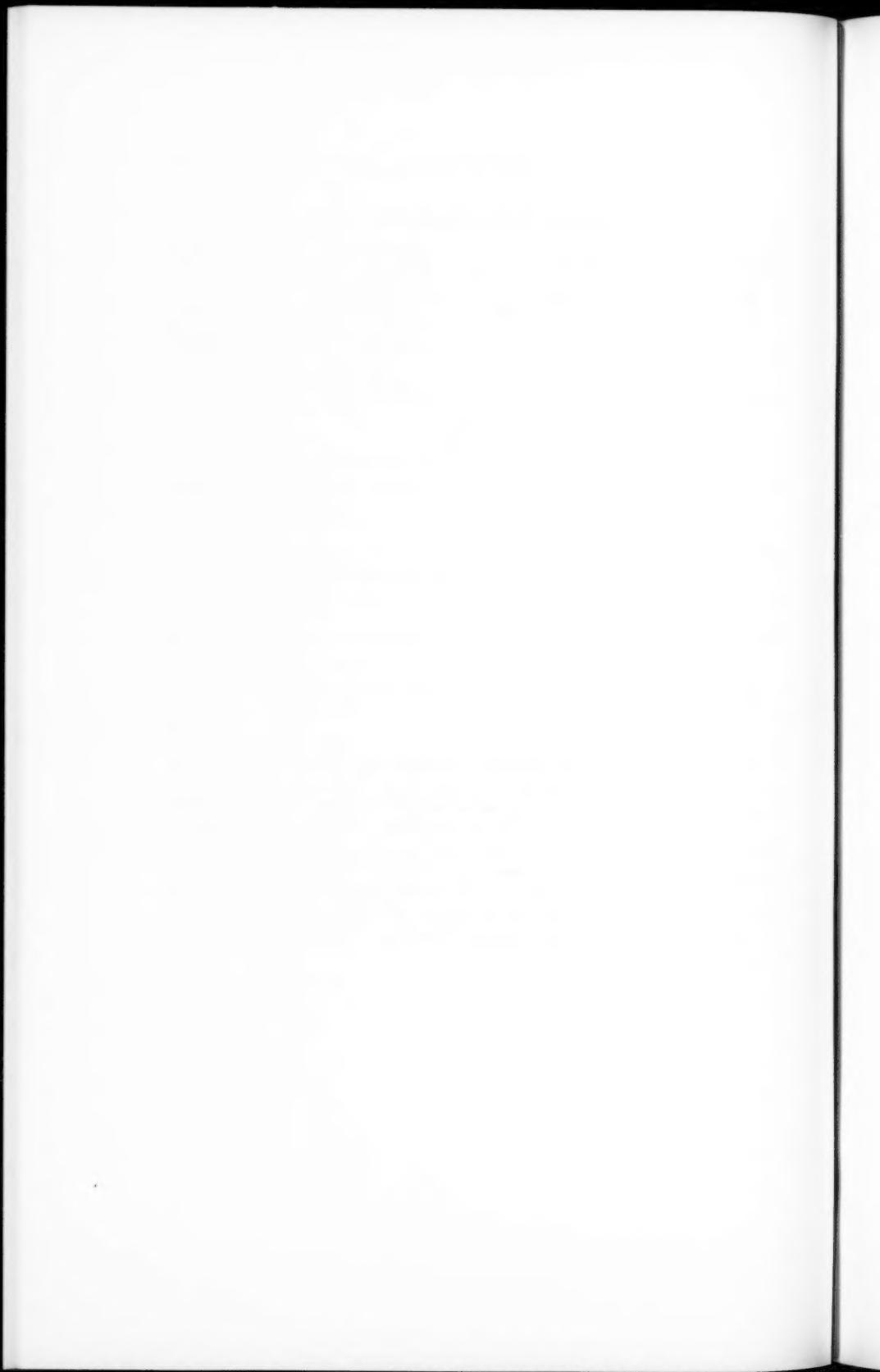
**Yeshiva University**, New York, N. Y. Chapter Officers: Irving Linn, *Pres.*; Ralph P. Rosenberg, *Sec.* Active 10.

**Youngstown College**, Youngstown, Ohio. Active 3.

### Record of Membership for 1949

Membership, January 1, 1949.....	33,638
Deaths.....	200
Resignations and Suspensions.....	676
Memberships Lapsed.....	843
	<u>-1,719</u>
	<u>31,919</u>
Reinstatements.....	381
Elections:	
Active.....	5,113
Junior.....	<u>101</u>
	<u>5,224</u>
Total January 1, 1950.....	<u>5,605</u>
37,524	
Members in 872 Institutions:	
Active.....	35,263
Junior.....	<u>280</u>
	<u>35,543</u>
Other Active Members.....	1,386
Other Junior Members.....	100
Associate Members.....	451
Honorary Members.....	<u>44</u>
Total January 1, 1950.....	<u>37,524</u>

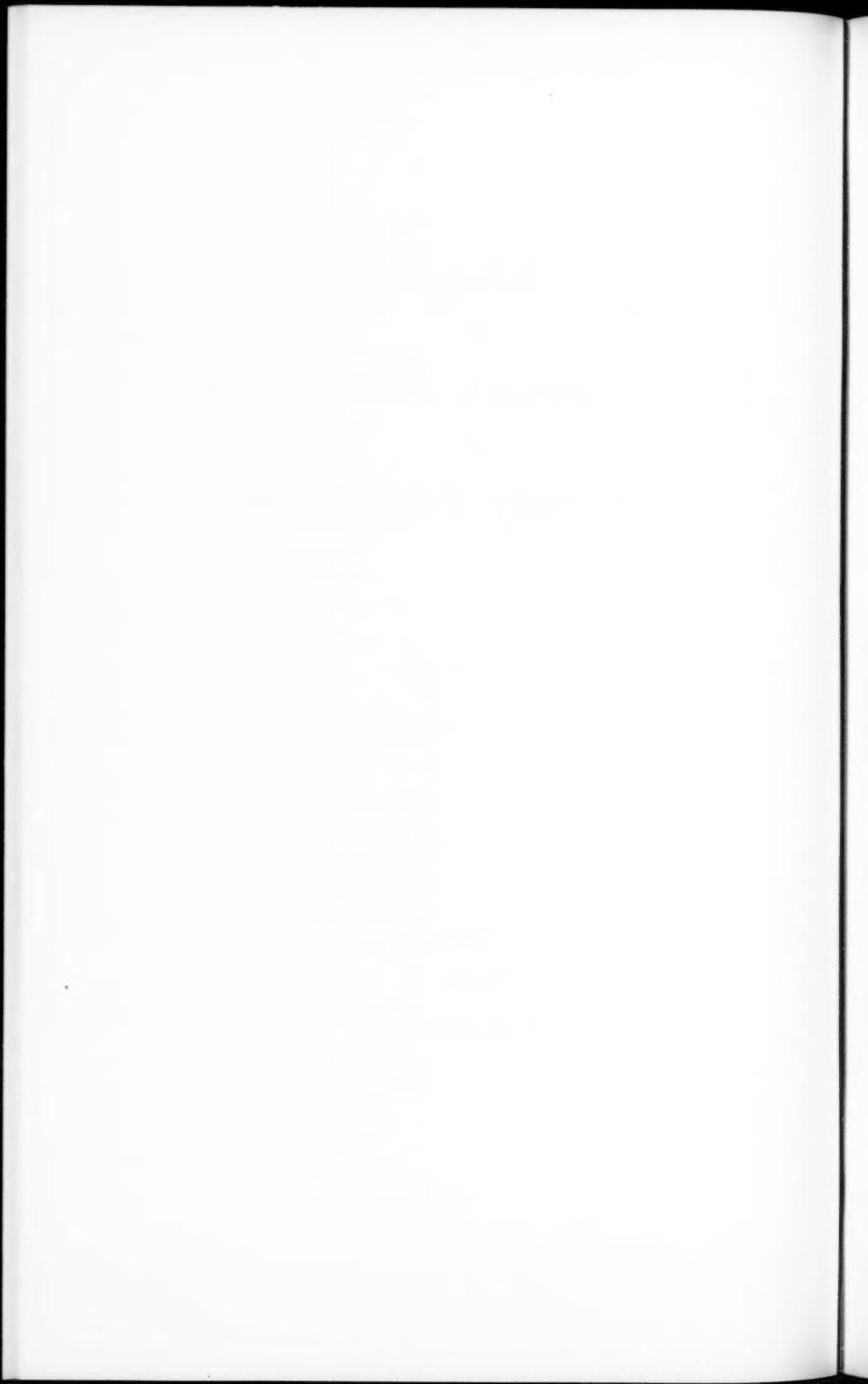
Besides Active and Junior Members connected with accredited colleges and universities, this statement includes: (1) Other Active Members: those connected with the research foundations or engaged in occupations closely related to teaching or investigation, those whose teaching or research is temporarily interrupted or who are at institutions not on the accredited list, also any whose addresses are unknown; (2) Other Junior Members; (3) Associate Members: members who ceasing to be eligible for Active or Junior membership because their work has become primarily administrative are transferred with the approval of the Council to Associate membership; (4) Honorary Members: this membership was discontinued in 1933.



Bulletin  
*of*  
The American Association  
*of*  
University Professors

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## Academic Vacancies and Teachers Available

To assist in the placement of college and university teachers the American Association of University Professors publishes notices of academic vacancies and of teachers available. It is optional with appointing officers and teachers to publish names and addresses or to use key numbers.

Letters in reference to announcements published under key numbers should be sent to the Association's central office for forwarding to the persons concerned. Address in care of the General Secretary, American Association of University Professors, 1101 Connecticut Avenue, N. W., Washington 6, D. C.

### *Vacancies Reported*

**Construction Engineering:** Instructor (under 50) for position in Japan for 2 years. Military or civilian operating experience is desirable. Salary \$5400 per annum (GS-11 level) plus free housing and transportation; no dependent's quarters are available. Address inquiries to The Overseas Affairs Branch, Office, Secretary of the Army, Civilian Personnel Division, Washington 25, D. C.

**Entomologist:** (Under 50), for position in Japan for 2 years. Experience in Medical Entomology necessary. Salary \$3825 and foreign allowance (GS-7 level) plus free housing and transportation; no dependent's quarters are available. Address inquiries to The Overseas Affairs Branch, Office, Secretary of the Army, Civilian Personnel Division, Washington 25, D. C.

**Psychology:** One-year position to fill in leave of absence; house furnished or unfurnished at reasonable rental. Courses: General, Applied, Educational, Experimental, Abnormal Psychology, Tests and Measurements, Seminar. Salary dependent on experience. Apply Katherine Gillette Blyley, President, Keuka College, Keuka Park, New York.

### *Teachers Available*

**Administration:** Ph.D. Wide experience as a college executive, director of public relations, department head, and psychologist. A 3527

**Administration (Comptroller, Bursar, or Business Manager):** Man, 39. Advanced degrees and heavy teaching and business experience. Capable in public relations and aware of academic proprieties. Teaching specialty—accounting, but has done considerably more. Holds several association memberships. A 3528

**Administration:** Man, 38, married. 13 years of comprehensive and successful experience in revitalization and development of institutions of higher learning. Also 4 years of graduate studies at leading universities. Specialties include personnel administration, fund-raising and development, cooperative and community colleges, curriculum construction and revision. Broad professional and business contacts; Phi Delta Kappa and Kappa Delta Pi. Presently employed but would be available this summer for executive position with sound institution which plans for continued growth and strengthening. A 3529

**Administration, Academic Dean, Zoology:** Woman. A.B., A.M., Ph.D. (Physiology). Many years of college teaching in histology, embryology, physiology, anatomy, general zoology. Dean of liberal arts college (post-doctoral study in academic and also student personnel administration at Teachers College, Colum-

- bia University). Publications. Phi Beta Kappa; Sigma Xi. Wide experience in community affairs. A 3530
- Administrative, Academic Dean, Presidency: Ph.D., History and Political Science. 20 years' experience state and church colleges: teaching, department head, division chairman, director summer session, college dean. Early forties. Member numerous honorary fraternities; various publications. *Who's Who in America*, *Who's Who in Education*, *Who Knows—and What*, and others. Teaching or executive post. A 3531
- Administrator, Chemist: Desires a position in a medium-sized college (800-1600) as Head of the Department of Chemistry, or as Dean of Men. More than 10 years' teaching experience, including 2 years as Head of the Department of Chemistry and Chairman of the Science Division, and more than 4 years' experience in industrial research, including some administrative work. Excellent reputation as a teacher and personnel adviser. Member of A.A.U.P.,  $\Delta X\Sigma$ , A.C.S. and  $\Delta\Phi\Omega$ . Available early in June. A 3532
- Administration, English: M.A., Phi Delta Kappa, A.A.T.F., C.E.A.; seeking position for growth in junior college or community college; experience as assistant professor, department chairman, and dean; prefer dual position with wife instructing or conducting recreation and physical education programs. A 3533
- Administration (President or Dean): Ph.D., Zoology. 42. 10 years' teaching experience, department head, division chairman. Also experienced in research, coaching, and business. Good record in teaching and advising; nationally known in research field. Can work well with others. Large number of publications, both technical and popular. Desires an opportunity in a progressive institution where ideas designed to improve college, on both academic and public relation levels, can be put into practice. Phi Beta Kappa, Sigma Xi, *American Men of Science*, *Who Knows—and What*. A 3534
- Anatomy, Biology: Available for summer teaching or research. Experienced in university undergraduate, medical, and graduate school teaching. Current research hormone effects on tissue differentiation. Courses taught include human biology, embryology, histology, physiology, parasitology, comparative anatomy, botany. A 3535
- Anthropology (Folk Cultures, Culture Contact, Culture and Personality), Sociology: Man, 32, married, 3 children. M.A. in Anthropology. Ph.D. in Sociology. 2 years' university teaching, 3 years' university extension teaching, 3 years' research in Social Science, 6 years' public relations experience. Available September, 1950. A 3536
- Art: Woman, single. M.A. degree. College department head, broad teaching experience in Fine Arts and Crafts. Numerous exhibitions. Some foreign travel. Prefer location in South, Southwest, or California. A 3537
- Art: Woman, 40. After receiving M.F.A., 1 year Studies in Art; M.F.A.; B.F.A.; Certificate in Painting; B.A. and Teacher's Life Certificate. Student of Boardman Robinson, George Biddle, Henry V. Poor, etc. Experienced in university teaching. Research: Perspective for Textbook; Drawing and Painting Techniques; History of Surrealism; Art Manual Guidance for Teachers. 18 pieces of work in National Gallery of Art. Name in *Who's Who in American Art*, and will be in Marquis' *Who's Who in the West*. Excellent references. Desires permanent university or senior college position beginning June or September, 1950. A 3538
- Art: Woman. M.A., Ph.D. Several years' experience, seeks position teaching drawing, painting, design, etc. Also experienced in speech. Junior college, college, or university. A 3539
- Art: Man, 42, married, 2 children. Wide experience teaching: history appreciation theory and practice, also counselor and administrator. Extended foreign

- travel and study. Exhibiting artist in various media. At present at small college. Seeks good opportunity. Available June, 1950. A 3540
- Art (Commercial Art and Fine Art): M.A., Columbia, and professional art training. Over 7 years' varied university and secondary school experience; also professional commercial artist—fashion illustration, commercial layout, silk screen printing, lettering design, and crafts; excellent references. A 3541
- Art (Fine Arts, Stage Arts, Crafts, and Art Education): Woman. Art schools and M.A., Teachers College, Columbia. 7 years' high school, 4 years' college teaching. Broad cultural background and experience. Travel. Interested in such teaching media as radio, television, motion pictures, and exhibitions. Available June or September, 1950. A 3542
- Art History: Man, married. Ph.D. European background. University professor, director of graduate studies. Many years' experience in teaching and administration in universities, colleges, and art museums. French, German, Italian, Latin, Greek. Many publications. Special field: History of Drama and Theater. Available summer and fall, 1950. A 3543
- Art (History of Art, Fine Arts, Archaeology): Ph.D., married. College department head, broad teaching and lecture experience, numerous scholarly publications, extensive foreign study and travel, member several learned societies. Holds good position. Location desired: East. A 3544
- Art (History), Dramatics, French: Man, 44, married. Ph.D., Phi Beta Kappa. Associate Professor in Eastern college and chairman of department, with long experience in teaching, administrative work, direction of dramatics, and museum and art gallery work, entirely at college and university level, seeks opportunity to practice competence in combined fields. Bilingual in French, with years of study and residence abroad. Field of research and writing, interrelationship of the arts and literature. Especially interested in combining classroom work with management of creative activities. Available September, 1950. A 3545
- Audio-Visual Instruction: Man, 35, married. Ph.D. in Education (dissertation in audio-visual field). Over 11 years' varied experience as university, college, and secondary school teacher, head of college audio-visual department, and student counselor. Professional publications. Frequent speaker before professional and lay groups. Veteran of 3½ years' service in A.A.F., Signal Corps and Special Services Division, A.S.F., as audio-visual specialist. Now serving as consultant, and teaching in Eastern college. Interested in administrative and/or teaching position offering opportunity to develop audio-visual methods. Wife experienced editor on several national magazines. Available September, 1950. A 3546
- Biology or Related Sciences: Man, married. Ph.D. Automatically retired because of age; last position Research Professor of Physiology. Experience in teaching and research: biology, biochemistry, physiology. Starred in *Physiology, American Men of Science*. Listed in *Who's Who*. Willing to accept moderate salary in Philadelphia area. A 3547
- Biology (Zoology, Comparative Anatomy, Embryology): A.B., M.A., Ph.D. Wide experience as Professor. Explorations for fossil research in S.W. United States, Caves of Puerto Rico. Scientific publications, *Who's Who*. Desire smaller mid-West college. Available summer school, fall term, 1950. A 3548
- Botany: Man, 33, married, 2 children. Ph.D. in plant morphology. Assistant professor. 4 years' state university teaching experience in general biology, general botany, plant anatomy, plant histology, plant morphology. Research and publications in angiosperm leaf anatomy and morphology. Desires permanent teaching and/or research position. Available September, 1950. A 3550
- Business Administration: Man, 28. B.B.A., M.B.A. 4 years' college teaching experience and 3 years' business experience. Has taught introduction to business, industrial management, personnel management, and elementary statistics. Desires position as assistant professor. Present rank, instructor. A 3551

- Business Administration:** Man, single, Protestant. Mature experience at collegiate level, honor graduate Harvard, publications, with valuable background in governmental, management consultant, and labor relations service. Seeks position on full or part-time basis, credentials and references on request. A 3552
- Business Administration and Economics:** Man. Experienced as head of college of business administration and economics of state institution. Has taught wide range of courses. Listed in *Directory of American Scholars, Who's Who in the West, Who's Who on the Pacific Coast*, etc. Member American Economic Association, American Marketing Association, Society for the Advancement of Management. Desire change of location. A 3553
- Business Administration or/and Education or/and Administrative Work:** Man, 30, single, B.S. in Education, M.A., M.B.A. (candidate) from three Eastern non-sectarian universities. Experience: 4 years—college of business administration; 2 years—secondary schools plus part-time work in registrar's office and dormitory duties. A 3554
- Business Administration and Law:** Man, 40. B.S., B.S.L., LL.B., M.A. in Bus. Ad. 10 years' experience in business administration and law courses. Fluent speaker. Excellent classroom teacher. Desires position as assistant professor in American college with good tenure and promotion policy. Available summer, 1950. A 3555
- Business Education-Secretarial Training:** Woman. M.A. in business education, Columbia University; will complete course requirements for Ed.D. in business education this summer, Indiana University. 18 years' business teaching experience in colleges, adult night schools, high schools, and military training programs. Business experience. Fields of preparation: shorthand, office practice, typewriting, accounting, and methods of teaching business subjects. Delta Pi Epsilon, Pi Lambda Theta, Marquis' *Who's Who in South and Southwest*, and professional organizations. Desires college or university. A 3556
- Chemistry:** Woman, 26, single, Protestant. B.S., M.S., January, 1950. Organic chemistry major; physical chemistry, minor. Desires salary increase and professional advancement in first-rate institution or university where opportunity for future work on doctorate; South and Southwest preferred. Now instructor. 5 years' college teaching experience in general, nurses, and organic chemistry. Scholarships, honors. Excellent references. Available September, 1950. A 3557
- Chemistry (Analytical, Physical):** Man, married, 2 children. Ph.D. with several years' teaching experience. Some industrial, research, and administrative background. Societies and honors. Publications. A 3558
- Chemistry:** Man, 42, married, 2 children. Ph.D. Assistant professor in state liberal arts college. Experienced teacher of physical, inorganic, organic chemistry. Publications. 12 years' industrial organic research. Placement experience. A 3559
- Chemistry (Organic and General):** Ph.D. equivalent; M.Sc. from Eastern university. Minor in physical chemistry. Married; Protestant; versatile; cooperative. 18 years of college and university teaching; 4 years in full-time organic research. Publications include new text and manual by standard publisher. Abstractor for *C.A.* Desire teaching in congenial institution where part-time research is encouraged. A 3560
- Classics:** Man, 40, single. Ph.D. 11 years' teaching Latin and Greek as a professor in a Swiss university; living in Canada as a Fellow of the Lady Davis Foundation. 4 books, many other publications in periodicals, many contributions to Pauly-Wissowa's *Realencyklopädie*. Best references in Switzerland, Canada, U.S.A. Wants adequate position. A 3561

Dean of Women and/or Counselor to Foreign Students; Director of Student Personnel Work: M.A. Professional Diploma, Teachers College, Columbia University recently. At present Dean of Women. 2 years' experience in a foreign university. 7 years' experience in college counseling and teaching Guidance, Psychology, and Education. Extensive foreign travel. Marquis' *Who's Who in the Middle West*, Kappa Delta Pi, Pi Lambda Theta, A.A.U.W., N.A.D.W., A.A.U.P. (associate). Available summer, 1950. A 3562

Economics, Land Economics, and Economics of International Trade: Man, married. Ph.D. At present teaching rural and urban Land Economics at state university; extensive professional and business experience; travel abroad; desires full professorship with administrative duties. A 3563

Economics: Man, 48, married, 2 children. Ph.D., Berlin, magna cum laude. American citizen. Specializing in History of Economic Thought, International Economics and Public Finance. 25 years' teaching experience. Extensive publications in three languages. Now employed state university. Desires associate professorship or headship of department. A 3564

Economics, Accounts, Statistics, and Mathematics: Englishman, 43. M.A. of the University of Oxford. Formerly Chief Statistician in H.M. Colonial Office, London, formerly Flight Lieutenant, Royal Air Force, immigrated into U. S. for permanent residence in 1947 and now teaching the University System of Georgia; desires appointments for summer vacation 1950 and for academic year 1950-51, preferably in Northeastern state. A 3565

Economics (Advanced Theory, Money, International Commercial Policy, Government and Business, Labor): Man, 35. Now at Eastern state college; wishes post at university, preferably Northeast, Midwest, or Pacific Coast. Combination of teaching and research. 9 years' teaching experience, 5 years' high-level U. S. Government research and administration. Extensive foreign travel, many publications. Fellow, Royal Economic Society. *Who's Who in American Education*, etc. A 3566

Economics and Business Administration: 31, married. M.B.A. (Chicago) and 2 years' graduate work in economics (Iowa State), 3 years' teaching experience. A 3567

Economics or Economics and Sociology (Consumer Economics, Economic and Social Movements, International Economic Problems—War, Economic and Social Progress, Social Security, Money and Banking, Public Finance, Social Science, Theory. Also courses in Sociology with Marriage and the Family as a specialty): Man, 48, married. Ph.D. Illinois, with minor in Philosophy. 18 years' college teaching experience, 7 years' industrial experience, 5 years' marriage counseling with emphasis on premarital counseling, and 1 year of social work. A 3568

Economics, Public Finance, Transportation and Public Utilities: Man, 39, married. Ph.D. 7 years' teaching experience; 4 years federal and state administrative experience; 2 years' business experience. Extensive list of publications. 3 years' travel abroad. Now employed state university. Desires permanent change of location, teaching and/or engaging in research. Will consider departmental head. A 3569

Education: Man, married, 1 daughter. Ph.D. (Secondary Education, Educational Psychology, Guidance, and Personnel). Experience on secondary and college levels, including principalship, dean of boys, examiner, supervision of teacher education program and placement. Publications. U.S.A. in W.W.I., A.A.U.P., Kappa Delta Pi, Phi Delta Kappa. Excellent references. Available June or September, 1950. A 3570

Education: Man, 31, married. Wife has Ed.M. in English, and college and high school experience. Have B.S. in Ed., Ed.M., Ed.D. to be completed this summer. Veteran. 2 years' industrial experience, 5 years' business experience, 3 years' guidance and counseling experience, 1 year teaching college social studies, 4

- years' teaching high-school social studies. Teaching specialty—preparation of college and high-school social studies teachers. Can also teach Comparative Education Curriculum, Contemporary Problems, Social Studies Methods, American and Modern European History. Kappa Delta Pi and Sigma Upsilon. 5 fellowships. Available September, 1950. A 3571
- Education, Administration, Social Sciences: Man, 45, with family. A.M., Brown; Ed.M., Harvard; Ph.D., near completion. Phi Beta Kappa, Phi Delta Kappa. Several years' successful business experience; 14 years' secondary school teaching, including 3 principalships; associate professor with 5 years in three outstanding universities and a teachers college. Wide range teaching subjects. Listed in *Leaders in American Education*. Desires position in college or university as teacher with appropriate rank or with administrative responsibility. Excellent references. Available June, 1950, or after. A 3572
- Education, Educational Psychology, Sociology, Bible: Man, 35, married, no children. Ed.M., completed course work for Ed.D., University of Cincinnati. Phi Delta Kappa, veteran. Experience: student teaching, prefer junior college. Available June, 1950. Paul R. McNeely, 2830 Stanton Avenue, Cincinnati 6, Ohio.
- Education (Guidance, Psychology, Personnel Services—Coordinator, Teacher, Director): Mature man, married, family. B.S.E., M.S., completing D.Ed. in Guidance and Education. Now director of a Student Affairs Office. Background in education, technical training, personnel work, mental hygiene, and vocational counseling. Excellent recommendations. Listed in *Who's Who in American Education*, Professional Counselor National Vocational Guidance Association, Kappa Delta Pi, and Psi Chi. No preference. Available fall, 1950. A 3573
- Education (Secondary) or Social Science: Man, 34, married, 2 children. Complete requirements for M.A. in August, 1950. No teaching experience. Can teach a combination of Economics, Education, Social Sciences, and History. Desires position with a junior college or a four-year liberal arts college. Available after September 1, 1950. Veteran of World War II. Write: Petro A. Coumaris, Box 124, University, Alabama.
- Electrical-Agricultural Engineering, Physics, Soils: Man, 39, married, 4 children, Protestant. B.Sc., M.Sc., Ag.E., State College of Washington. Worked on Ph.D., Iowa State College. Licensed to practice professional engineering by examinations (Oregon, Agricultural Engineering, 1939); (Washington, Electrical Engineering, 1946); (Idaho, 1950, pending); (California, 1950, pending). Tau Beta Pi, Alpha Kappa Lambda. *Who's Who*, etc. Many publications of which the most recent is "Cost Report of the Construction of the Parker-Pilot Knob 161 KV Transmission Line." Desires connection as a professor, department head, dean of engineering, etc., in a college or university, or research engineer in a business, government, or industry, at a salary of about \$5000 a year. Available December 31, 1950. A 3574
- Engineering: Civil engineer with background of varied experience in designing, construction, and contracting plus 6 years of university teaching. Age 66. Would like to teach engineering drawing, descriptive geometry, and surveying. Active and in good health. Junior college or institute preferred. A 3575
- Engineering; Registered Professional Engineer (Petroleum): Man, 36, married. M.S., Cal-Tech, doctoral candidate. Approximately 6 years' college teaching experience (including 2 years as department head); 7 years' experience in industry as a supervisor, mining, and petroleum engineer and foreign service as a geologist. Member leading professional societies; listed in Marquis' *Who's Who on the Pacific Coast*; author of publications. Teaching interests in the geological sciences and petroleum engineering (drilling and production). Invites correspondence regarding position as professor or associate professor. Available after June 17. Minimum salary \$4500. A 3576

Engineering: M.S. in Mathematics and Physics; B.S. in M.E. Structures option; B.S. in Education. 6 years' teaching experience in applied mechanics (statics and dynamics), strength of materials, thermodynamics, hydraulics, refrigeration, mathematics, and physics. 3 years with major airplane company in stress analysis unit and in mechanical equipment unit. Desire teaching fundamental engineering courses in a progressive college or university. Present rank associate professor. Prefer Western States, Texas, or Florida. Please write for outline of education and experiences.

A 3577

Engineering (Aeronautical, Applied Mechanics, Mechanical): Man, 32, married, 1 child. B.S.; M.S., Harvard Graduate School of Engineering. 4 years of teaching experience (3 years at present level of associate professor) and 6 years of engineering employment in industry, including supervisory and executive activities. Now teaching junior, senior, and graduate level aeronautical courses at leading university and working on research project sponsored by National Advisory Committee for Aeronautics. Also experienced in design and installation of laboratory facilities. Would like position affording graduate teaching where research activities are fully encouraged, but would also consider utilization of administrative abilities. Available fall, 1950.

A 3578

Engineering (Civil): Man, 36, married, children. Registered engineer; member of leading professional societies; listed in *American Men of Science* and *Who's Who in Engineering*. Practical, research, college, and undergraduate and graduate university experience. Now teaching structural engineering as associate professor in state university. Invites correspondence regarding permanent position as a professor, associate professor, or department head beginning preferably September, 1950 or 1951.

A 3579

English: Young man. M.A.; some work on Ph.D.; now teaching in high-ranking junior college. Desires post in four-year college.

A 3580

English: Man, 31, single. B.A., M.A. Will complete Ph.D. degree in English Literature in August or early fall from Middle Western state university. 7 years' successful university teaching of Creative Writing, Modern Drama, Survey of English Literature and Criticism, and Contemporary American and British Literature. Prefer a college or university in East, near New York, or West Coast. Available fall, 1950.

A 3581

English: Man, 30, married, 1 child. M.A. with 2 years' part-time graduate study toward Ph.D. 4 years' teaching on college level. American literature, composition, linguistics. Also German grammar, modern German fiction and scientific German. Desire college or junior college teaching. Available fall, 1950.

A 3582

English: Woman, 27, single. Now teaching English and world literature in accredited college; wants position with chance for advancement in good small college or university. M.A., University of Pennsylvania; Ph.D. pending (1951). More than 6 years' teaching experience, including 4 years in present position. Courses taught: surveys in English literature and humanities, freshman and sophomore composition, Elizabethan literature. Special interest: metaphysical poetry. Also qualified to teach courses in history of the English language, seventeenth and eighteenth century literature. Available July, 1950.

A 3584

English: Woman, 30. A.M.; Ph.D. from Eastern universities. Experience: 1 year of high school, 6 years of college teaching. Freshman and sophomore surveys. Three articles published: Renaissance and modern fields. Excellent references. Available fall, 1950 or 1951.

A 3585

English: Man, 38, married, 1 child. Ph.D. Phi Beta Kappa. 12 years of university and college teaching experience. Wide travel. Some publications.

A 3586

- English: Woman, 35. Ph.D., Columbia University. 7 years' teaching experience on college level. Publications, including a book, in the Renaissance field. Available June or September, 1950. A 3587
- English: Man, 26, single. M.A., Columbia. Course work completed for Ph.D. Major field: Victorian. 4 years' college teaching, 2 years' high school. Subjects: English literature survey, world literature survey, composition, remedial reading, English to foreign-born students. References. Available September, 1950. A 3588
- English: Man, 31, married. Ph.D., Wisconsin. 10 years' college teaching. Desires position in college or junior college in Greater New York metropolitan area. Taught or teaching: American Literature; European Literature; Modern Novel; Modern Drama; Great Books. Experienced in play directing. Publications. Available fall, 1950. A 3589
- English: Man, 26, single. B.A. and M.A., University of Pennsylvania; substantial work toward Ph.D. at same institution. Also 5 years of piano instruction at the Philadelphia Conservatory with courses in harmony, ear training, history of music, and form and analysis. Experience: 1½ years of high-school teaching in English and history; 4 years of teaching on the college level. Also a music critic for daily newspaper. Desires position as assistant professor in a college or university in the Middle Atlantic States or in New England. Available September, 1950. A 3590
- English or Comparative Literature: Man, 26. Harvard M.A. Academic awards throughout college and university career. 4 years' teaching experience in larger university. Tenure regulations prevent continuation in present position. A 3591
- English and Comparative Literature: Man, 31, married. 3 years' university teaching experience and 2 years' lecturing with U. S. Army Information-Education Service. Completing doctoral dissertation on Anglo-Russian literary relations, eastern university. Fields: American literature, Restoration, Russian literature. Experience in editing. Author of stories, poetry, reviews. Available September, 1950. A 3592
- English, Humanities: Man, married. Ph.D., English, 4 years' instructor Big Nine university, Modern Literature, Criticism. Now assistant professor Art same university, teaching Aesthetic Theory, Criticism of Art and Literature. Desires Humanities position or English Department with broad cultural interest. Publications in English criticism. Excellent references. A 3593
- English, Literature and Composition: Woman. A.B. (church college), M.A. (state university), 2 years on Ph.D. Travel abroad, study at Oxford University. Major field: Nineteenth Century and Freshman English. Teaching experience in Novel, Nineteenth Century, World Literature, American Literature, Advanced Composition, Introduction to Literature, Fiction, Essay, Modern Drama. Desires position in coeducational college where emphasis is on good teaching. Available now. A 3594
- English and Speech: Man with four degrees; good teacher, excellent organizer; can handle courses in literature, writing, speaking. Available June 15. A 3595
- Far East, Political Science (Chinese Ideas, Government, Far Eastern International Relations, Chinese Language): Man, 32, married. B.A., Yenching, China, 1941; M.A., University of Washington, 1942; M.A. and Ph.D., Princeton University, 1944. 2 years' teaching in China as assistant professor. 2 years' experience in Chinese foreign service. Available fall, 1950. A 3596
- French: Veteran, 39, single, widely travelled, 7 years' residence in Europe; Docteur de l'Université de Paris (1949), with 8 years' teaching experience in U. S. At present assistant professor of French and history of music in Eastern college. Seeks position with greater opportunity to integrate teaching of languages and the fine arts. A 3597

French: Veteran, 32, single. Docteur de l'Université de Paris. 6 years' teaching experience. 4 years' officer in various branches of Army Intelligence during the war. At present educational adviser with the U. S. Occupational Forces in Germany. Present salary: \$6000. Salary and rank expected: \$4800, Assistant Professor. Available June, 1950. A 3598

French: 38, unmarried. Ph.D., Bryn Mawr; foreign study; 9 years' experience teaching French, some Spanish in American colleges. At present assistant professor, French, Eastern university. Desires position, preferably in the East. Available fall, 1950 or 1951. A 3599

French and Italian: B.S. and M.A., now working on Ph.D. Desires position with rank of instructor. 1 year's previous experience. Excellent recommendations. Minor in Speech. A 3600

French (Spanish): Man, Sorbonne Doctorate, native American, French extraction, perfectly bilingual. 20 years' experience at all levels, travel and publications. Experience as chairman of large college department. Now professor in fine Eastern college, seeks professional advancement. A 3601

French (Spanish): Man, 46, married, 2 children. M.A. 3 years' residence in France. Travel and study in Mexico; work toward doctorate; head of department in boys school. Desires college position. Available after June, 1950. A 3602

Geology, Geography: Man, 49. Ph.D. Experienced teacher, director of various research projects, listed in *American Men of Science* and *Int. Who's Who*, extensive travels in Europe, Asia, Middle America, various languages, author of books, professional monographs and articles, excellent references, invites correspondence regarding position as professor or associate professor. A 3603

German: Man, married, native German, American citizen. LL.D. from German university, 7 years' successful teaching in the U. S., all courses in German language and literature, including scientific German; foreign travel; excellent references. Interested in permanent post; available summer or fall, 1950. A 3604

German: Man, 48, German-born American citizen. "Security clear," with O.S.S. during the war. Ph.D. and equivalent of M.A. from German university; 10 years' successful teaching at U. S. universities; also holds junior college teaching credential. All courses in German language and literature, including scientific German, drama, and lyrics. Author of plays, verse, and essays. Extended foreign travel; excellent references. A 3605

German (German Modern Literature and Philosophy): Dr.Phil., P.E.N. Club, Authors League, European background, author of German books (Goethe, Bergson, Husserl, Poetry), world travels, excellent references, wants full or associate professorship with opportunity for German teaching and editing. A 3606

German and Russian: Recently arrived from Europe, graduate of Moscow University before revolution, with many years' college experience. Seeks position as teacher of German or Russian or both. Address: Julius Smits, c/o Major Randall-Mills, Old Lyme, Connecticut.

Government (American, European, International) and Related Subjects: Man, 49, married. D.J. and LL.B. European law practice. Teaching experience at Princeton and in Pennsylvania. 4 $\frac{1}{4}$ -year government service overseas in civilian capacity. Versatile public speaker, publications, seeks appointment in Washington or commuting distance. A 3607

Health Education: Man. B.A., M.Sc., University of Minnesota in Preventive Medicine and Public Health; M.A., Ph.D., Columbia University, in Health Education and Hygiene. West Indian by birth; naturalized United States citizen. College teaching experience; published several articles in leading educational and scientific journals. Member of Phi Delta Kappa, Kappa Delta Pi, A.A.U.P., and A.A.A.S.; Fellow of American Public Health Association and

American Geographical Society. Listed in *Who's Who in American Education, Leaders in Education, etc.* Seeks teaching or administrative position in the North, East, or West. A 3608

History: Harvard Ph.D., 46, married. 12 years' experience in college teaching. Completing a book in Colonial History. Desires a position in a liberal arts college or university beginning June or September, 1950. Complete file including confidential recommendations available on request. A 3609

History: Man, married, 2 children. A.B., magna cum laude and Phi Beta Kappa; Ph.D. in history; fields of teaching, European and English history. Publications, 9 years of experience. Desires increased salary and reasonable opportunity for writing and intellectual growth. A 3610

History: Man, 29, married. M.A. (History) Harvard; requirements completed for Ph.D., Harvard, by June, 1950. Phi Beta Kappa; major interest in Latin American History; Social Science Research Council Fellowship in Mexico 1948-49. Limited teaching experience in Latin American and United States History. Desires teaching position. Available June, 1950. A 3611

History: Woman. Ph.D. in modern European history. Phi Beta Kappa. 8 years of college teaching of both men and women. Research experience in the government. Now assistant professor. Desires position in liberal arts college or university. Available September, 1950. A 3612

History: Man, 30, married. Military service. A.B. summa cum laude, A.M., Ph.D. eastern universities. 2 years' successful teaching experience at Middle Western nonsectarian liberal arts college with a Phi Beta Kappa chapter. Promoted to assistant professor after first year. Specialty: American social and intellectual history. Have also taught medieval and modern European and Latin American history. Research program projected; one article published. Desires position in college or university of comparable or better grade where lighter teaching load will allow more time for intellectual development and for research. A 3613

History: Man, 28, married, veteran. A.B., A.M., Ph.D. (Boston University, all requirements completed except dissertation). Teaching experience: 2 years and summer session. Major field: American. Courses taught: American, European, English, Latin American, Contemporary Affairs. Full details and confidential references on request. Available fall, 1950. Telephone or telegraph collect: J. Daniel Loubert, 194½ Buena Vista Avenue, Yonkers 2, New York.

History: Man, mature, married. Ph.D. Phi Beta Kappa. Specialist in modern European history. Important publications. Successful and broad teaching and administrative experience. Seeking responsible position in well-established college or university. Available June, 1950. A 3614

History, Economics, Geology, Botany: Man, veteran, Army and Merchant Marine. B.A.; postgraduate work Purdue University, Indiana State Teachers College, Geneva College. Major in social studies, industrial arts; minor in education. 5 years' teaching experience. Desires a teaching position in a junior college. A 3615

History, Government: Man, 50, widower, with grown family. A.B.; A.M., Columbia; Ph.D., Fordham, and equivalent A.M. in Literature at Harvard; wishes secondary school headship or university appointment. 36 hours in Education. Ranks of assistant and associate professor. Excellent lecturer. U. S. Army veteran, World War II. Publications: 3 books, a hundred articles. Wishes permanence not available under present setup. Able to meet public. Desires municipal location; travel anywhere. A 3616

History and Government: Paul J. Scheips, Mt. Auburn Road, R.R. 12, Box 542, Evansville, Indiana, 35, married. A.B., M.A. Fields: U. S. history and government, including diplomatic history and relations; and Latin American

history. Public-school teaching experience in the United States and Puerto Rico; several years' experience in college teaching. Training and administrative experience in field services of Federal agencies. Desires college or university teaching and/or research position, position with state historical society, with research library, government agency, or research foundation. Interested in international educational relations. Good recommendations. Available upon short notice.

History and International Relations: Man, married. Ph.D. Now employed as area adviser by a government agency, desires return to academic field. Widely travelled in U. S. and abroad, practiced speaker, experienced teacher—10 years. Degrees from Indiana and Georgetown universities. Specialties: American and European Diplomatic History, Far East, Russia, International Relations, with considerable work in political science. To be included in next edition of *Who's Who in America* and *Who Knows—and What*. Veteran. Prefers East, Southeast, and Middle West. Available summer or fall, 1950. A 3617

History, Library, Administration: Man, 44, Ph.D., Washington University. 12 years' experience as history teacher, Director of Libraries, and Dean. Health, good; excellent references; immediately available. A 3618

History or Social Sciences: Man, 37, married. Ph.D., 1942 in History from Mid-western state university. 7 years' teaching experience, 3 years' military service. Major in American History but have taught European and English history, government, and economics. Book length MS scheduled for publication early in 1951. A 3619

History or Social Science or Greek or Philosophy: Man, married. B.A., M.A., Greek history, Occidental College; Ph.D. candidate. Presently writing *History of the Cyclades*, native Hellen. Teacher of Hellenic, Hellenistic, Medieval, Classical, Man and Civilization, Russia, Byzantine, Greek, and tennis instructor. Recently with Arizona State College, University of Southern California, and University of New Mexico. Also educational missionary in the Far East. Desires position, available in June, 1950. A 3620

History and Spanish: Man, 27, married, 1 child. Ph.D., Ohio State University. 3 years' teaching experience, 1 year in college Spanish, 2 years in history and political science. Phi Alpha Theta, Phi Sigma Iota. Excellent recommendations. Prefer East, Middle West, or Southeast. Available fall, 1950. A 3621

Home Economics: Master's degree. Experience and educational preparation for all subjects. Available summer, 1950. A 3622

Industrial Education: Mature, married man, excellent health, veteran, no physical handicap. B.S., M.S., 5 years' successful teaching in large university, including special methods, shop organization and management, trade analysis, course and curriculum building, supervision thesis writing, in-service teacher training and cadet teachers, broad ability in arts and crafts; 4 years as teacher trainer War Production Training; 7 years' secondary school experience; 2 years' apprentice trade school, 1 year Field Director, American Red Cross, Armed Forces; 1½ years' vocation-education adviser, Veterans Administration, P-4 civil service rating by examination; over 10 years' trade and industrial experience; served regular apprenticeship; Smith-Hughes qualifications; member professional societies; contributor to publications; excellent references; clear record; well able to establish department or fit into one already set up. Available for connection with progressive institution on or about September 1, 1950. A 3623

Industrial Relations: Prospective summer Ph.D. Interested in teaching Personnel Management and related subjects in School of Commerce or Business. Prefer Midwest or West Coast. 5 years' college teaching in the field plus 15 years' valuable business experience. Opportunity for research desired. A 3624

- International Relations or History: Ph.D., University of Chicago. Excellent diplomatic and teaching experience. International Politics, International Law, Diplomatic, and other History. Fall, 1950. A 3625
- Italian: Native man, 38, single. Graduated in Law. Several years of experience in Italian universities. Excellent references, numerous publications. A 3626
- Journalism: Woman, 36. Bachelor's and Master's degrees from Medill School of Journalism, Northwestern University; additional course work and specialized professional training. *Who's Who in America*; Theta Sigma Phi. 10 years' professional experience, including magazine, newspaper, book editing, and free lance writing. 4 years' successful college teaching. Present rank, associate professor. Available August, 1950. A 3627
- Languages: Mature woman, single. Ph.D. magna cum laude. American, German, French university studies and degrees; wants to teach French, German, beginning Italian and Spanish, Latin, in small college. Available for summer term. A 3628
- Languages, French, Spanish, Greek, Turkish: Man, married. M.A., candidate for Ph.D. Linguist; 15 years' experience in undergraduate courses; also court interpreter and translator since the age of 13. Experience in collegiate wrestling and football line coaching. Studied abroad; member of Philological Club; recently selected for listing in *Who's Who in the South and Southwest*. Interested in teaching languages. Available September, 1950. A 3629
- Languages (Slavic, Romance, German and Sino-Japanese): Man with European background, now in U.S. Taught at Oriental Institute in Prague and School of Languages in London. Desires position in a college or university. A 3630
- Law or Business Law: Man, 38, married, 1 son. A.B., University, North Carolina; LL.B., Harvard Law School. Now practicing attorney and part-time instructor in Business Law in university. Prefer full-time teaching position in Law School or School of Business Administration. A 3631
- Law and/or Business Administration: Man, married. A.B., J.D., University of Michigan. Emphasis on law and labor relations. Excellent experience in trust, criminal, and general law practice. 7 years' broad practical experience in labor relations, personnel department of nation-wide corporation. Can arrange to move on short notice. A 3632
- Mathematics: Man, 44, single. Ph.D. Phi Beta Kappa. 9 years of experience in college and university teaching of mathematics, largely at undergraduate level. Desires to locate in warm dry climate in extreme Southwest. Available fall, 1950. A 3633
- Mathematics: M.A. Young, married, dependable. Would like college or junior college position. A 3634
- Mathematics: Man, 48, married. B.A., completed residence toward M.A., Williams College. 19 years' preparatory school mathematics, 4 years' Navy, 3 years' assistant professor at Veterans' college in Massachusetts. Desires position in college or junior college. Available September, 1950. A 3635
- Mathematics: Man, 39, single, veteran. M.A. in Guidance; M.S. in Mathematics with some additional work in subject. Pi Mu Epsilon. 4 years' experience in business. 5 years at high school and university level teaching physics and mathematics, respectively. Best of references. Desires junior college or small college position where emphasis is placed on excellent teaching. Available on short notice. A 3636
- Mathematics: Woman, 32. M.A. Experienced in teaching mathematics from high school algebra through differential calculus for veteran engineers. Also 3 years of actuarial experience. At present college instructor in mathematics and physics. Want all-mathematics position. Available June, 1950. A 3637

Mathematics: Man, 34, married, 1 child, ex-GI. Ph.D. 5 years' teaching, undergraduate and graduate courses. Research published in mathematical journals. Strong recommendations. Available now. A 3690

Mathematics: Man, 32, married, 1 child, Protestant. M.A. Desires a position in the Middle West. Available for summer or fall. A 3638

Mathematics or Astronomy: Man with Ph.D., Harvard, and 16 years' teaching experience. Listed in *American Men of Science*, *Who's Who in Education*, and *Who Knows—and What*. Has made contributions in both the fields of mathematics and astronomy, and desires position in university giving some emphasis to research. Good credentials. A 3639

Mathematics or Physics: Man, 35, married, 2 children. Ph.D. 10 years of college teaching and 6 years of industrial experience. Desires a teaching position in mathematics or physics, preferably utilizing to advantage fairly broad industrial and technical background as a means of adding content to various phases of teaching and as a source of topics for research. A 3640

Modern Languages (French and Spanish): Man, married, 2 children. Ph.D., University of Pennsylvania. 6 years' high school, 20 years' college experience (liberal arts, engineering, state teachers colleges). Taught in Army educational program during the war. Also administrative experience as assistant to dean of instruction. Author of articles and textbooks. Study and travel in Europe and South America. Good references. Also interested in teaching in summer school. A 3641

Modern Languages (French, Russian, Elementary German): Widow, 42. Native fluency in French and Russian. A.B. in Russian; Licence-ès-Lettres from the University of Lyons, France, in both Russian and French. Expects Ph.D. in Russian in 1951. 15 years' teaching experience in France and U.S.A. Available now. A 3642

Music: Man, 31, married. B.Mus.Ed., M.A., matriculated for Ed.D. Now finishing degree work at large Eastern university. Choral director and baritone soloist. Over 6 years' professional and educational experience, including 2 years of college teaching. Specialties: choral directing, teaching of voice, music literature. Prepared to teach music history, theory, conducting. Available September, 1950. A 3643

Music: Man, 47, married. Associate, Royal College of Organists, England; Licentiate, Royal Academy of Music, England; Mus.Bac., Mus.Doc., University of Toronto, Canada. Wide experience as organist, conductor choral and orchestral, teaching musicology and theory at university level. Last 2 years in U.S.A. at prominent university liberal arts college, as assistant professor. Desires appointment as department head or professor. A 3644

Music: Man, 36, married, 3 children. Master of Music, University of Nebraska; additional study, beginning Ph.D., University of Iowa. Special interest and training, strings and orchestra; performing experience in chamber music and orchestra. Present position, associate professor of music, teaching violin, viola, and cello; director of college band and college-community symphony orchestra. Seeking advancement; position desired in college or university, interested in building up the instrumental music department. A 3645

Music: Woman. B.Mus., M.A., Ph.D. 15 years' experience in college and university work. Special interests: Theory, Music History, and Music Literature; experience in choral conducting, teaching piano; has worked in close connection with art departments and has participated in general humanities courses. Desires position as head of a music department or a professorship in Theory. Employed at present in an Eastern college. Prefers Southwest location. Available June, 1950. A 3647

Music: Man, married. B.Mus., M.Mus., large Eastern university, in theory and composition, contemporary and traditional techniques. Considerable conduct-

ing and chamber music experience. Present position in theory and history Mid-western university. Desire Northeast or West. Available summer and/or fall, 1950.

A 3648

**Music and Music Education:** Man, 34. B.A., M.A., Professional Diploma and 1 year toward a doctor's in music. 3 years' experience in teaching and supervision in public schools; 6 years' U. S. Army as Combat Engineer Officer; 4 years' college teaching, last 2 in West Coast state college. Now teaching musicianship class, piano, music history, music literature, music education courses, and supervision of student teachers. Chairman of State Music Education Committee; articles for magazines; member of Phi Mu Alpha, M.E.N.C., A.A.U.P. Married to concert violinist who will share her talent with college and community. Desires position in college or university with majority of teaching in Music Education. Available after Summer Session 1950.

A 3649

**Philosophy:** Man, middle aged, married, 1 child. Ph.D., Doctor of Law, long teaching experience in American and European institutions. American citizen. Author of numerous books and essays. Experienced in academic administration. Listed in *Who's Who in Education*, *Who's Who in the East*, *Who's Who in Philosophy*. Available fall, 1950.

A 3549

**Philosophy and Psychology:** Man, 40, married. M.A. and doctoral residence. 10 years' teaching experience. Available June 1, 1950.

A 3650

**Philosophy, Psychology, etc.:** Man, 48, married, 1 child. A.B., M.A., Ed.D. Work for Ph.D. complete except for thesis. 14 years' in secondary school (Instructor in English) and 10 years in college, university teaching in Philosophy: Ethics (major), Logic, Introduction, History of, Philosophy of Education, etc.; in Psychology: Social, Abnormal, Child, General, Personality, Educational, Social Pathology, etc. Wide background and teaching also in European History, Sociology, Political Science. Interested in change in September, 1950. A 3651

**Philosophy and Social Sciences (particularly Social Philosophy, Social-Economic History, Political Economy):** Ph.D. Experienced lecturer; business experience; extensive foreign travels; desires teaching position in a university or college.

A 3652

**Physiological Psychology:** Man, 28, married, 1 child. A.B. in Biological Sciences, M.Ed. in Counseling August, 1950. 14 months' medical and bacteriological lab experience; 1 year high-school science instruction; 2 years' assistant professor of Physiology, teaching Human Anatomy and Physiology, Cat Anatomy, Kinesiology, Advanced Human Physiology, Clinical Neurology; in a western agricultural college. Qualified to teach General Psychology, Physiological Psychology, Mental Hygiene and/or counseling. Desires position with opportunity for original work related to the curriculum and opportunity for advancement. A 3653

**Physicist:** M.A., married, considerable successful teaching experience with engineers and arts students. Available due to closing of junior college. A 3654

**Political Science:** Man, 41, married. J.D. (leading American law school), Ph.D. Major interests: Public Law, Public Administration, Federal-State-Local Government. Has taught political theory and world politics. Successful teaching with high rating from both students and dean. Experience in research as Assistant Director, Bureau of Public Administration and Associate Director, Institute of Government. Publications. Experience with adult education in fields. Active in professional and civic affairs. Wide experience in public speaking. Desires professional advancement and salary increase. Now associate professor. Desires professorship and/or chairmanship of department, with salary in excess of \$5000.

A 3655

**Physics:** Man, 29, married. M.S., some advance work completed. 4 years' experience in electronics, 2 years' teaching in a large Midwestern institution. 7 patents, 1 paper. Available fall, 1950.

A 3656

**Political Science:** Man, 57, married. LL.B., LL.M.; A.B. in Government, 1950.

30 years' varied experience in business law, politics, army, military government. Extensive travel, public speaking. Desires instructorship in political science and administrative and counseling work, preferably in South or West. Available June, 1950.

A 3657

Political Science: Man, 53, single. J.D., Ph.D. (minor Economics) International Law and Relations, Constitutional Law, U. S. and Comparative Government, 9 years' teaching practice. Former journalist. Publications. Widely travelled. Foreign languages. Available summer or fall.

A 3658

Political Science: Man, 36, married. M.A., doctoral thesis in process, University of Minnesota. 4 years' university teaching (combined 2 years with writing and editing research bulletin), 1 year government economist, 7 years' private industry. Teaching introductory courses, politics, government regulation of economy. Capacities in public law, administration, comparative government. Seeking permanent location. Available June, 1951.

A 3691

Political Science (American Government and Political Parties): Single, 26, Protestant. B.A., Syracuse University, Maxwell School of Citizenship, June, 1950. Desires position in college or junior college in area where can work on M.A. in Political Parties and informal governance. Veteran holding university scholarship. Excellent references.

A 3659

Political Science (man) and History and French (wife): Couple, teaching in institutions separated geographically, wish to teach in same college or university. Wife would consider part-time position. Man, 46, B.A., LL.B., M.A. World War II veteran. Subjects taught: Government, International Law and Relations. Wife 37, M.A., candidate for Ph.D., foreign study, 8 years' teaching experience of French language and literature; also European and Russian History. Both widely travelled. Available fall, 1950.

A 3660

Political Science, Business Law: Man, 24, single. B.S. in Economics, Wharton School, University of Pennsylvania. Faculty Scholar, U. of P. Law School, LL.B., 1949. M.A. in Political Science to be conferred June, 1950. Some practical legal experience. Wishes to teach Political Science and/or Business Law. Can also teach elementary Economics. Excellent references. Available June, 1950.

A 3661

Political Science, History: Man, 39, married, 3 children. Ph.D. Department head. Broad experience. 1 book and numerous articles in field of American government. *Leaders in Education; Who's Who in American Education;* etc. Salary requirement, about \$4500.

A 3662

Political Science (Political Theory, Fundamentals of Political Science, Comparative Government, International Relations, Russian and German Government and History, Problems of Contemporary Civilization): Man, 41, married, 1 child. J.D. and Ph.D. 10 years of college teaching, research, government service. Broad international experience. 2 books and numerous articles. Textbook in preparation. Listed in *Who Knows—And What*. Now associate professor in New England college, desires professional advancement, preferably position in university or college in or near large city.

A 3663

Psychologist: Experienced professor, department head, and director of public relations. Scientifically orientated. Ph.D. Available for teaching and/or administrative position.

A 3664

Psychology: Man, married, B.A., M.A., Ph.D. Over 15 years' successful teaching experience with major interests in Clinical, Dynamic, Industrial, Abnormal Psychology, Personality Development, and Counseling. Has also taught with success courses in Child, Adolescent, Applied, Experimental, and Social Psychology. Successful practice in clinical psychology and counseling the past 7 years, working closely with psychiatrists. Consultant for private and state

mental hospitals. Administrative experience. Qualified for university or private clinic. Has unusual record of applying psychology to student problems, clinical situations, and testing and counseling projects in business and industry. References supplied. Available for interviews. Member of 5 professional associations, 3 in psychology.

A 3665

**Psychology:** Woman. A.B., M.S. in Psychology, some work completed toward Ph.D. Now engaged in teaching on college level, have taught General, Educational, Child, Adolescent, Applied and Experimental Psychology, Sociology, and Educational Tests and Measurements. Have taught very successfully many teachers and nurses for certification in Extension work as well. Research work in Child Psychology with excellent background in Vocational Guidance and Psychometrics. Interested in college teaching or Guidance work.

A 3666

**Psychology:** Man, 47. Ph.D.; Fellow, A.P.A.; E.P.A.; American Academy of Political and Social Science; Chi Beta Phi (honorary member); experience in teaching and research; travel and publications. Now professor at state liberal arts college; desires change for professional advancement.

A 3667

**Psychology and/or Education:** man, 39 married, 1 child. All course work toward Ph.D. completed. 2 years' teaching experience in small college; considerable secondary school work.

A 3668

**Psychology, Guidance:** Man, 32, married. B.A., Swarthmore College and M.A., University of Pennsylvania. Psychology major with supporting work in English, history, education. Work in industry and military service total 5 years. A year of high-school teaching and 3 years of teaching psychology in accredited colleges. 2 years as director of testing and guidance bureau in a college of 1100. Member of A.P.A., N.V.G.A., and A.A.U.P. Research publication. Present rank assistant professor. Some study beyond the M.A. at Harvard University. Desires position teaching psychology and/or student counseling responsibility in a coeducational college with midsummer months free. Available summer or fall, 1950. Can furnish suitable references. Need salary \$3500 for a teaching year indicated.

A 3669

**Psychology, Student Personnel, and Counseling:** Woman. M.A.; Professional Diploma "Director of Counseling"; doctoral work completed except presenting dissertation. Member A.P.A.; clinical training and experience; also social work; teamwork with psychiatrists, psychometrists, and social workers. College teaching in Abnormal, Mental Hygiene, Family Relations, and Principles and Techniques of Counseling. Use Rorschach and projective techniques. Successful in individual interview therapy, play therapy, group therapy, case work, community organization. Specially interested in college with community program in Mental Health. Interested only in one- or two-year appointment.

A 3670

**Psychology and/or Education:** Man, 34, married, 1 child. Honor and professional societies. Ph.D. (Columbia). 6 years in guidance and education of handicapped children. 2 years in guidance center, now vocational psychologist in community agency. Some college teaching. Desires position teaching guidance and education or as college counselor.

A 3671

**Retailing, Salesmanship, Marketing:** Man, 26, married, no children. B.S. in Distributive Education, M.A. in Retailing and Distributive Education, New York University. Now Instructor in Marketing at Western college, filling position of assistant professor on leave-of-absence. Teaching Sales Administration, Retail Store Display, and Principles of Retailing, Marketing, and Salesmanship. Supervising sales clinic and cooperative retail store display student practice work. Organizer of Student Marketing Society. 2 years' selling experience. Veteran. Member: American Marketing Association, A.A.U.P. Widely travelled. Objectives: (1) continuous improvement in practical teaching; (2) graduate study toward Ph.D.

A 3672

Russian, German and French Languages and Literature: Woman. B.A. and M.A., Ohio State University. Far advanced towards Ph.D. at Columbia. Studies in Germany and in France. Numerous publications. 19 years' teaching experience in the United States and in Europe. Available September, 1950.

A 3673

Russian History, Government, and Economics: Man, 44, married, European background. Ph.D., academic honors. 15 years' college teaching, 3 in this country. Books, articles, lectures, and broadcasts on Russia; a new book on Russia's foreign policy in preparation. Travels in Russia. 1 year under Russian occupation. Available summer, 1950. Salary expected about \$6,000. Reason for change: lack of research facilities.

A 3674

Social Science: Man, 32, married. B.S., M.A., Ph.D. and Post-Doctoral Study. Major field of interest is Economics; minor interests are Sociology and American Government. 8 years of teaching experience: 4 years of college teaching and 4 years in the New York City public school system. Extensive travel in the United States and Canada. Publications. Desires professorship in Northern, Eastern, or Western college or university. Available in September, 1950.

A 3675

Social Science and History in synthetic and comparative study: Man, 48, for 11 years professor and chairman of History Dept. in small graduate school has made special study of relations of history and social science, with attention to interpretations of philosophers and others: would now like to undertake organization of division or department, with honors undergraduate course and graduate work, combining the two fields. Mature scholar, Ph.D., London, study France and Germany, Shreve Fellow Princeton, 2 Social Science Research Council fellowships; successful teacher, some participation in administration; officer of national professional society; moderate quantity of published work (no textbooks); good public relations, visiting lectures, broadcasting, etc.; held previous post 12 years; naval service.

A 3676

Social Work: Man, married, 2 children. M.A. in social work, Chicago, and additional study, now teaching school of social work, assistant professor, 4 years' experience and 10 years' social agency experience, some periodical publications; desires change for good reason, only to another A.A.S.S.W. accredited school of social work. Available about September, 1950.

A 3677

Sociology: Man, married. Ph.D., Columbia. Experience in educational work, India, and recently as teacher Central College, Iowa, and University of Pennsylvania: Family, Population, and Rural. Author 2 books. Found in *Directory of American Scholars and Who's Who in Education*. Available September. A 3678

Sociology: Man, 31, married. B.S., Northwestern University. Graduate work in sociology at University of Wisconsin and University of Missouri. A.M. in Sociology. All course work and residence completed on Ph.D. 4 years' university teaching experience in basic courses. Some research experience. Available summer or fall, 1950.

A 3679

Sociology: Man, veteran, 28, married, 1 child. M.A., Ph.D. expected August, 1950, University of Colorado. 2 years' college teaching experience. Desires permanent teaching position fall, 1950. Full credentials sent on request. Frank A. Scholfield, 818 University, Boulder, Colorado.

Sociology: Ph.D. Man, 37. Over 250 quarter hours credit in Social Sciences. Family, Theory, Cultural Anthrop., Principles, Social Psych., etc. Also fields in Education (M.A.), English (A.B.), General Science, and others. Well qualified to handle specialized or broad program. Associate professor now employed. Available June or September, 1950. Prefer Middle West.

A 3680

Sociology (Regionalism, Marriage, Social Change and Social Structure), Cultural Anthropology: Man, 32, married, 3 children. M.A. in Anthropology. Ph.D. in Sociology. 2 years' university teaching; 3 years' university extension teach-

ing, 3 years' research in Social Science, 6 years' public relations experience. Available September, 1950. A 3681

Spanish: Man, 32. Completing work on Ph.D., Columbia University. 5 years in Latin America, including study at Latin American university. Teaching experience: 5 years in New York State colleges and 4 years in Latin American schools. Available September, 1950. A 3682

Spanish: Man, 40, married, 1 child. B.A., Westminster College, Fulton, Missouri; B.S.Ed., Northwestern University; M.A., and candidate for Ph.D. in June, Latin American Studies, University of Texas. Also extensive knowledge of Spanish through direct contact with Spanish-speaking people in Puerto Rico, Mexico, and Panama. Teaching experience, present rank assistant professor. University position in California preferred, college position elsewhere acceptable. A 3683

Spanish: Man, 49. M.A. degree, work on Ph.D. 27 years' experience; good health; 11 years of college teaching; prefer teachers college. Excellent references. Have attended schools in Havana, Mexico, and New Mexico. Speak fluently. A 3684

Spanish: Man, Spanish birth, Latin American training; many years' college teaching experience. B.A., M.A. in the United States. Will consider only associate or full professorship in large institution. Available June, 1950. A 3685

Speech: Woman, M.A., Speech and Theater; Ph.D., Religious Drama. Experienced in teaching theater, speech, and basic communications. Qualified also to teach art subjects. A 3686

Speech: Man, 38, married. Doctorate expected in August, 1950. Formerly director of forensics in a large city high school, taught speech in three American universities. Publications; member of several honorary and professional organizations; much experience as commencement and occasional speaker. Desires either a teaching position of professorial rank or a department chairmanship. Available September, 1950. A 3687

Speech: Man, 30, married, 1 child. A.B., M.A., and additional graduate study. 4½ years' college teaching experience. Has taught public speaking, voice and diction, group discussion, oral interpretation, radio, and theater history. Experience in play direction and debate. Desires position at present rank of assistant professor. Available in September. A 3688

Speech and Drama: Man, 28, married, no children. B.S., M.A., and a M.F.A. from Yale University's School of Drama. Five quarters of college teaching experience, which includes: play direction; play production; voice and diction; and public speaking. Has extra-academic as well as academic experience in field. Seeking college or university appointment, preferably west of the Mississippi. Available September, 1950. Excellent references. A 3689